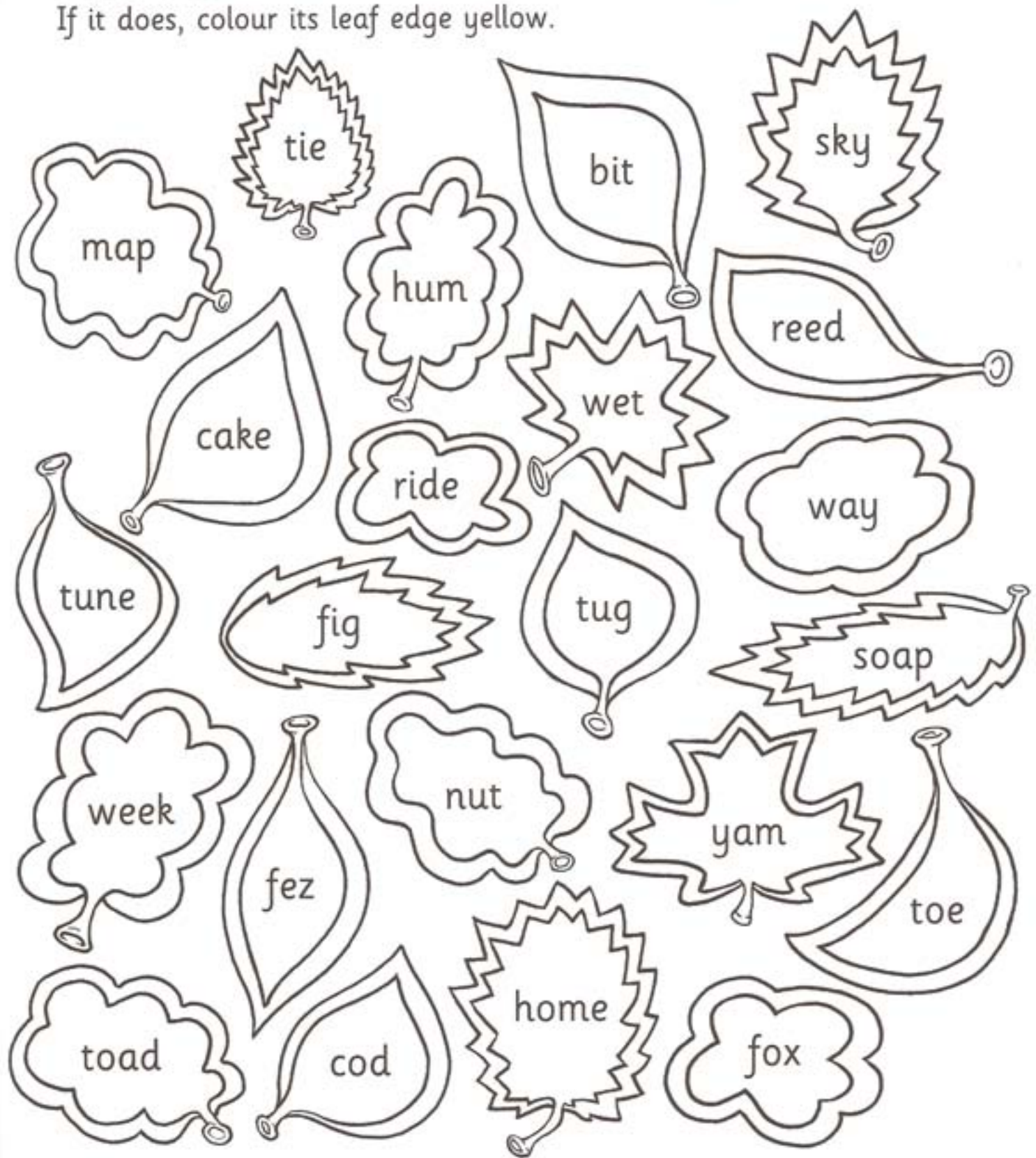


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Vowels

Decide whether each word has a short vowel sound.
If it does, colour its leaf edge yellow.



Aa Ee Ii Oo Uu

Grammar 13 – Alphabetical order



Aim: Develop the children's knowledge of the alphabet, and their ability to use word books and dictionaries.

Introduction: The children practise saying the alphabet in the four groups. They hold up one finger as they say the first group, and pause, then hold up two fingers as they say the second, etc. A copy of the alphabet divided into the four groups should be available for them to see. Use the Alphabet Poster, or the alphabet in the *Jolly Grammar Big Book 1*. Call out letters. Ask the children which group each letter belongs to, e.g. 's' is in group 3. Show the children a dictionary. Explain again that the words are in alphabetical order to make them easier to find. Knowing where a letter falls in the alphabet will help the children decide where to look for it in the dictionary. Remind them that the colours on the edge of the pages of the *Jolly Dictionary* will help them do this.

Main point: Give out dictionaries for the children to look at, sharing if necessary. Call out a letter and ask the children to try finding words beginning with it in the dictionary. Repeat with other letters. This activity should be repeated often in any spare moments. Children need a lot of practice at finding the right place in the dictionary. Once they improve they can race each other to find letters.

Grammar sheet 13: Using a different coloured pencil for each group, the children write inside the outlined capital letters. Then they write the lower-case letters next to the capitals. In the next section there are letters for the children to find in the dictionary. They find the first word for each letter and write in on the sheet. Finally the children try putting groups of letters into alphabetical order. This time the letters in each group of three are not consecutive, and are lower-case rather than capital.

Extension activity: Let the children look through the dictionary, reading the meaning of words that interest them. Put more letters on the board, or letter cards on the tables, for the children to find in the dictionary.

Rounding off: Go over the sheet with the children. See which words they found, and put the sets of letters into alphabetical order.

Alphabetical Order

To find words in the dictionary, it helps to think of the alphabet in sections. Use a different colour for each section of the alphabet (red, yellow, green, blue). Write the lower-case letters next to the capital letters.

A _ B _ C _ D _ E _

F _ G _ H _ I _ J _ K _ L _ M _

N _ O _ P _ Q _ R _ S _

T _ U _ V _ W _ X _ Y _ Z _

Using a Dictionary

Dictionaries tell you how a word is spelt and what it means.

Find each letter in your dictionary and write down the first word it gives for that letter.

Aa _____

Gg _____

Ss _____

Nn _____

Oo _____

Zz _____

Put these sets of letters into alphabetical order.

e a c
_ _ _

k f m
_ _ _

n s q
_ _ _

z w v
_ _ _

Spelling 14 – <a_e>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'said', 'here', 'there', 'they', 'go', 'no', 'so', 'my', 'one' and 'by'.

Main point: Remind the children that the main ways of writing the /ai/ sound are <ai>, <a_e> and <ay>. Revise the <a_e> spelling of the /ai/ sound, which can be referred to as 'a hop-over e'. It is important for the children to understand that the <e> is a 'magic e'. Although it makes no sound in the word, the <e> sends magic over the consonant before it, to change the short vowel sound to a long one. With the children, make a list of words which use <a_e>. Then ask them to make up sentences, using some of the words. To see the difference 'magic e' makes, try covering it in some of the words and then reading them again, e.g. 'cape' becomes 'cap'. The words could also be written onto the shape of a big bunch of grapes.

Spelling sheet 14: In each grape, the children write <a_e> in the spaces. Then they read the words and draw pictures to go with them. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'only' and 'old'. The children can learn both of these words by saying the letter names as they write them. The longer word 'pavement' has two syllables and can be remembered as 'pave' and 'ment' for spelling.

Dictation

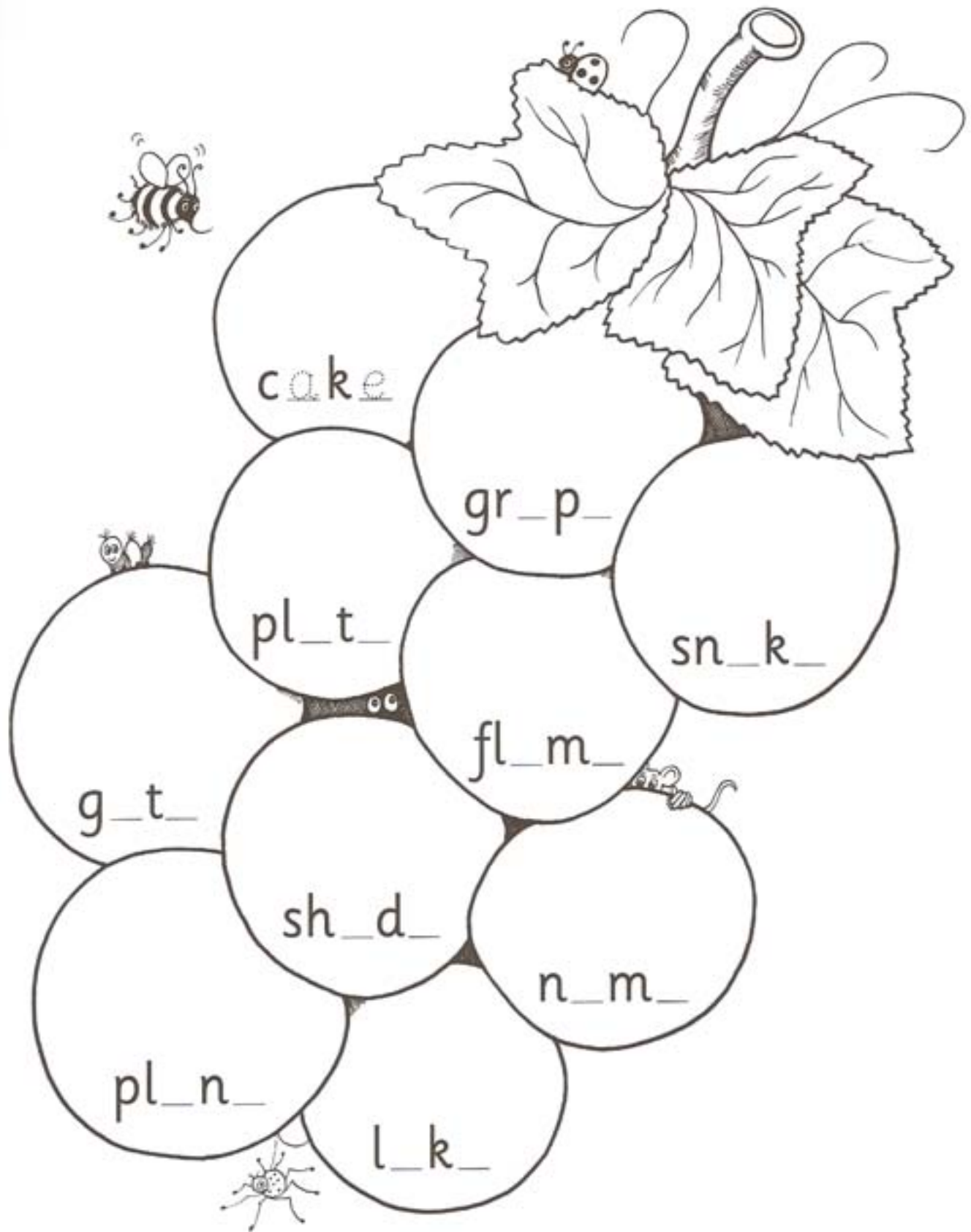
- | | |
|---------|-----------|
| 1. mad | 4. ate |
| 2. made | 5. scrap |
| 3. at | 6. scrape |

1. Mum made a cake.
2. The gate is open.
3. She was late.

Spelling List 14

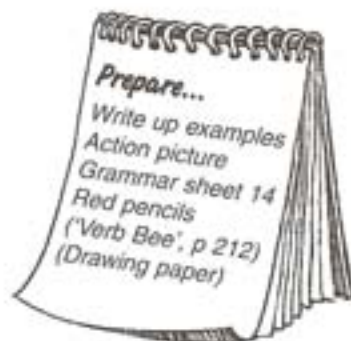
1. ran
2. hat
3. scar
4. came
5. grape
6. name
7. cake
8. only
9. old
10. pavement

Add <a_e> to make a word in each grape. Read the words and draw pictures for them.



Action: Cup hand over ear and say *ai, ai, ai*.

Grammar 14 – Verbs



Aim: Develop the children's knowledge of verbs.

Introduction: Revise the parts of speech covered so far: proper and common nouns, and pronouns. Call out some nouns for the children to do the appropriate actions. As a class, say the pronouns with their actions. Write some sentences on the board.

Examples: The bees play football. Bill kicks the ball. He scores a goal.

With the children, find the nouns and pronouns, and underline the words in the correct colour, using black or, if necessary, white for nouns, and pink for pronouns.

Main point: Tell the children that another type of word is a **verb**. For young children a verb can be defined as a 'doing' word.

Action The action for verbs is to clench fists and move arms backwards and forwards at sides, as if running.

Colour: The colour for verbs is red.

Look at a picture showing lots of things happening. There is a page for verbs in the *Jolly Grammar Big Book 1* showing bees busy doing lots of different things. With the children, make a list of verbs for the actions in the picture. Generally children will say the verbs in gerund form, e.g. 'skipping'. Teach them that this is part of the verb 'to skip'. Write the infinitive 'to skip' on the board. The root word in this instance is 'skip'. Verb roots change according to the tense, to show when they take place.

Grammar sheet 14: Help the children name the verbs for the bees' actions in the first three pictures. The children complete the infinitives by writing the verb roots, and should not add -ing. Read the next three words with the class. The children draw a bee doing each of these actions. Finally the children think of three verbs themselves and complete the infinitives in the spaces. Then they draw a bee doing each of these actions.

Extension activity: Using the 'Verb Bees' template on page 212, the children draw big 'verb bees'. They each choose one of the verbs, and draw on the template to show their bee doing the action for it, adding legs, wings, etc. They carefully colour in their bees. The 'verb bees' can be used to make a verb wall display.

Rounding off: Ask the children which verbs they wrote. Call out words, including proper nouns, common nouns and verbs. The children do the appropriate action for each word.

Write the verb for each picture.



to _____

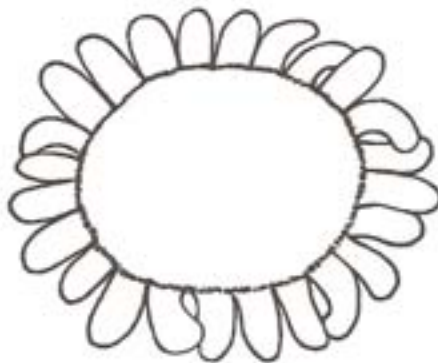


to _____



to _____

Draw a Bee doing each verb.



to cry



to hop

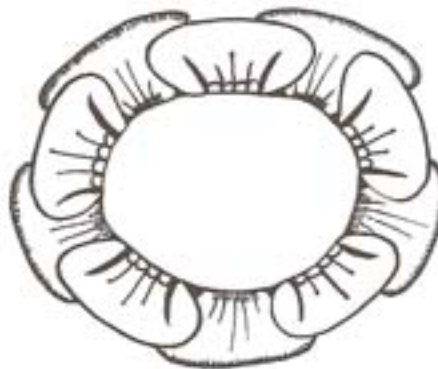


to brush

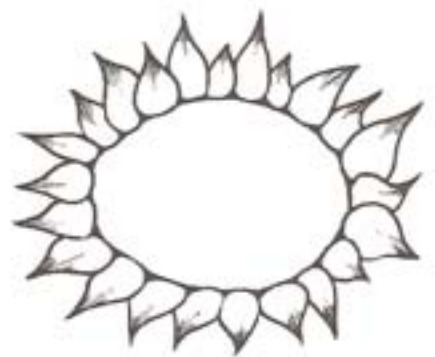
Think of 3 more verbs.



to _____



to _____



to _____



Action: Move arms backwards and forwards at sides as if running.

Colour: Red

Spelling 15 – <i_e>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'there', 'they', 'go', 'no', 'so', 'my', 'one', 'by', 'only' and 'old'.

Main point: Remind the children that the main ways of writing the /ie/ sound are <i_e>, <i_e>, <igh> and <y>. Revise the <i_e> spelling of the /ie/ sound, which can be referred to as 'i hop-over e'. It is important for the children to understand that the <e> is a 'magic e'. Although it makes no sound in the word, the <e> sends magic over the consonant before it, to change the short vowel sound to a long one. With the children, make a list of words which use <i_e>. Then ask them to make up sentences, using some of the words. To see the difference 'magic e' makes, try covering it in some of the words and then reading them again, e.g. 'ride' becomes 'rid'. The words could also be written onto a big kite shape.

Spelling sheet 15: In each kite, the children write <i_e> in the spaces. Then they read the words and draw pictures to go with them. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'like' and 'have'. 'Like' is not really a tricky word, but the children must remember that the /ie/ sound is made with the <i_e> spelling. Point out to the children that 'have' is only tricky because they must remember to put an <e> at the end. The <e> is there because English words do not end in <v>. The longer word 'bridesmaid' has two syllables and can be remembered as 'brides' and 'maid' for spelling.

Dictation

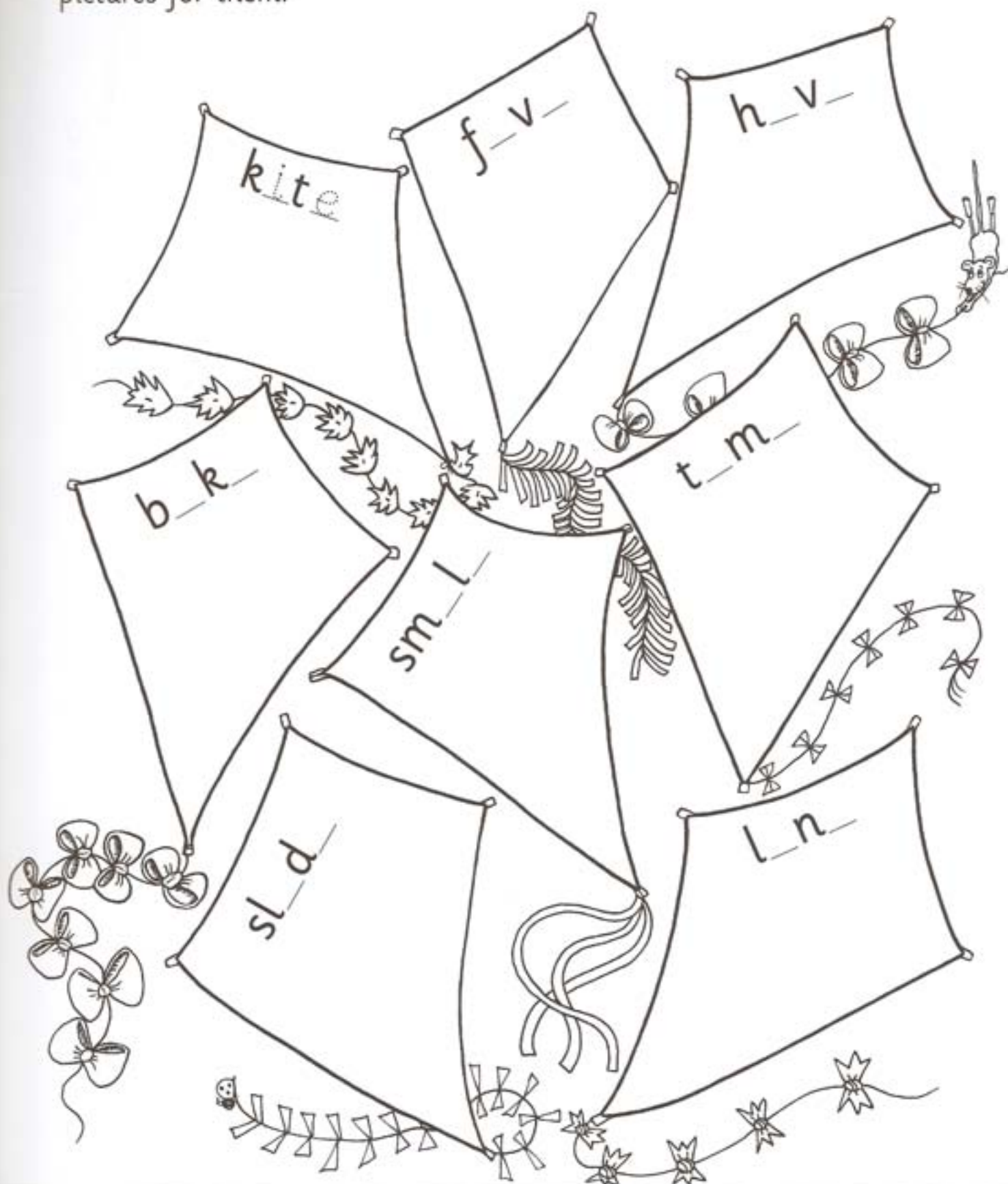
- | | |
|---------|----------|
| 1. wine | 4. slide |
| 2. win | 5. spine |
| 3. slid | 6. spin |

1. I like my prize.
2. She has a red bike.
3. They had a kite.

Spelling List 15

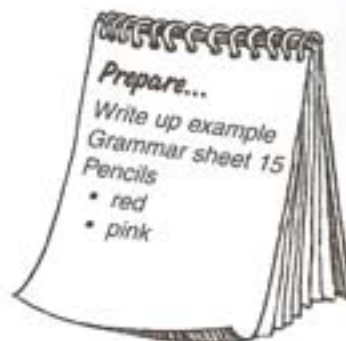
1. six
2. pad
3. smell
4. bike
5. time
6. smile
7. prize
8. like
9. have
10. bridesmaid

Add <i_e> to make a word in each kite. Read the words and draw pictures for them.



Action: Stand to attention and salute saying *ie, ie*.

Grammar 15 – Conjugating Verbs



Aim: Develop the children's knowledge of verbs.

Introduction: Revise verbs. Call out words, including proper nouns, common nouns and verbs, for the children to do the appropriate actions. N.B. Many common verbs can also be nouns, e.g. 'to smile' or 'a smile'. For the purposes of this lesson, try to use only those verbs which cannot also be nouns.

Examples of verbs which cannot be used as nouns:

to eat	to clean	to see	to fill	to draw	to live
to make	to give	to hear	to sew	to wear	to bring

Write some sentences on the board. With the children, find the proper nouns, common nouns, pronouns and verbs, and underline them in the correct colours.

Example: 'Mum drives a car. We help Mum clean it.'

Main point: Revise pronouns and their actions (see Grammar 10). Now choose a verb, e.g. 'to eat', and tell the class that they are going to join it to the pronouns. With the children, say:

I eat,	you eat,	he eats,	she eats,	it eats,
we eat,	you eat,	they eat.		

This is called **conjugating** a verb. Tell the children that for he, she and it, (the third person singular), they must add an *s* to the verb root. Ask the children to think of some more verbs, and conjugate them with the appropriate actions for the pronouns and verbs.

Grammar sheet 15: The children write inside the outlined word, *Verbs*, in red. Then either choose a verb as a class, or let each child choose a different one. The children write their verb on the line provided at the top of the sheet, and use a pink pencil to write inside the outlined pronouns. Then they write their verb beside each pronoun. Remind the children that for 'he', 'she' and 'it', an *s* must be added to the verb root. Also remind them that 'I', 'you', 'he', 'she' and 'it' are singular, and that 'we', 'you' and 'they' are plural. The children draw a picture to show the person or people doing the action for their verb.

Extension activity: Ask the children to think of other verbs and conjugate them.

Rounding off: Do the action for a pronoun, and then mime a verb. See if the children can work out what you are 'saying', e.g. Point to a girl and pretend to write something; the children answer 'She writes'.

Verbs Red

Think of a verb and write it on the line.

to _____

Draw a picture for each person doing the verb.

Remember the 3rd person needs an 's' added at the end, and that for a plural you must draw more than one person.

1st person singular



I _____

2nd person singular



you _____

3rd person singular



he
she
it _____

1st person plural



we _____

2nd person plural



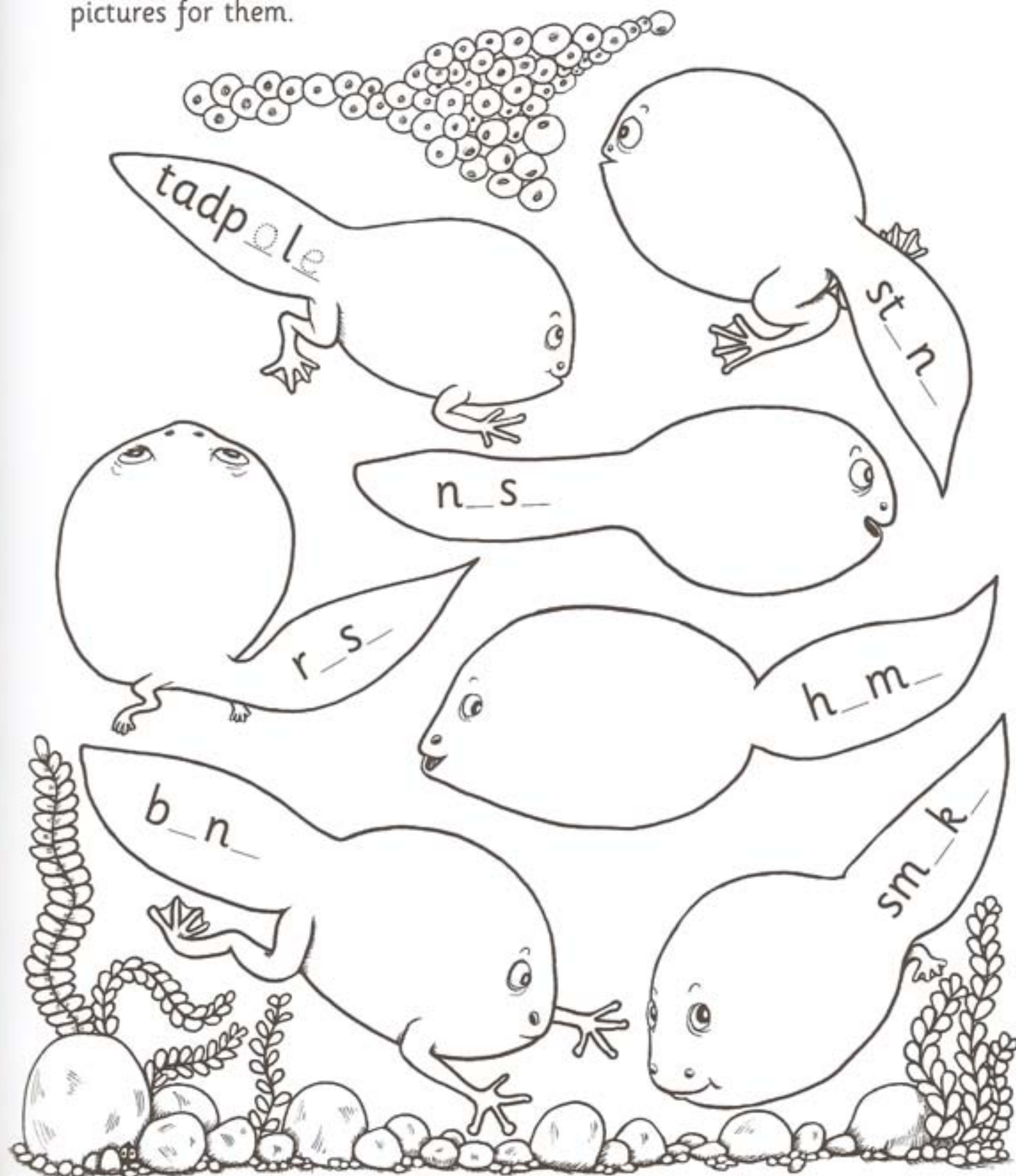
you _____

3rd person plural



they _____

Add <o_e> to make a word in each tadpole. Read the words and draw pictures for them.



Action: Bring hand over mouth as if something terrible has happened and say *oh!*

Spelling 16 – <o_e>

Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'go', 'no', 'so', 'my', 'one', 'by', 'only', 'old', 'like' and 'have'.



Main point: Remind the children that the main ways of writing the /oa/ sound are <oa>, <o_e> and <ow>. Revise the <o_e> spelling of the /oa/ sound, which can be referred to as 'o hop-over e'. It is important for the children to understand that the <e> is a 'magic <e>'. Although it makes no sound in the word, the <e> sends magic over the consonant before it, to change the short vowel sound to a long one. With the children, make a list of words which use <o_e>. Then ask them to make up sentences, using some of the words. To see the difference 'magic <e>' makes, try covering it in some of the words and then reading them again, e.g. 'hope' becomes 'hop'. The words could also be written onto a big tadpole shape.

Spelling sheet 16: In each tadpole, the children write <o_e> in the spaces. Then they read the words and draw pictures to go with them. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'live' and 'give'. Tell the children to be particularly careful with 'live', as it could take either an /ie/ sound or a short /i/ sound. When reading, they will have to work out which word is meant from the context. Again, despite the <i_e> spelling, 'give' has an /i/ sound. The <e> is there because English words do not end in <v>. The longer word 'tadpole' has two syllables and can be remembered as 'tad' and 'pole' for spelling.

Dictation

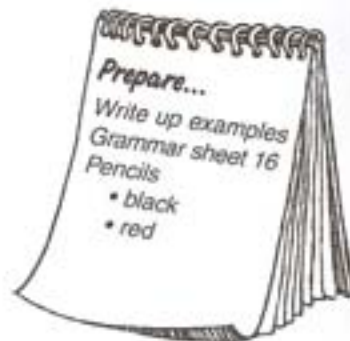
- | | |
|---------|---------|
| 1. rode | 4. hop |
| 2. rod | 5. note |
| 3. hope | 6. not |

1. Time to go home.
2. Those roses are pink.
3. The mole is in his hole.

Spelling List 16

1. cod
2. lot
3. snap
4. bone
5. nose
6. home
7. globe
8. live
9. give
10. tadpole

Grammar 16 – Past Tense



Aim: Develop the children's knowledge of the past tense. Explain that the simple past tense of a regular verb is formed by adding 'ed' to the root.

Introduction: Call out words, including proper and common nouns, pronouns and verbs, for the children to do the appropriate actions. When calling out a word that can function as either a verb or a noun, e.g. 'to smile' or 'a smile', see which action the children do. Explain that both are right, as the word can be either a verb or a noun. The children enjoy doing both actions at once, with one hand touching their forehead while the other 'runs' at their side. Ask the children how they would know whether a word was a noun or a verb if they read it in a sentence. Write two sentences on the board, e.g. for the word 'race':

Examples: 'She races up the hill.' (verb) 'She runs in a race.' (noun)

With the children, look at the words in the sentences. Decide which parts of speech they are, and underline them in the appropriate colours. It is important that the children realise that a word can function as more than one part of speech, and that they need to look at the context to see how it is being used.

Main point: Explain that verbs often change to show when the action takes place. So far the verbs taught have all been in the **present tense**, which means they describe actions taking place now. If, however, the verb describes an action which has already taken place, it should be in the **past tense**. So, 'Today I wish' is in the present and 'Yesterday I wished' is in the past. The past tense of a regular verb is made by adding the suffix 'ed' to the root. If the root ends with an 'e', the children should remove it before adding 'ed'. The 'ed' can make three different sounds, either /id/ as in 'hated', /d/ as in 'saved', or /t/ as in 'missed'.

Actions: The action for the present tense is pointing towards the floor with the palm of the hand.
The action for the past tense is pointing backwards over the shoulder with a thumb.

Colour: The colour for verbs is red.

Call out verbs in the present and past tenses for the children to do the actions.

Grammar sheet 16: With the children, read through the sheet. The children write the verbs in the past tense. Then they decide if the sentences are in the present or past tenses.

Extension activity: Put some sentences on the board in the present tense and ask the children to write the sentences in the past tense on the back of their sheet.

Rounding off: With the children, go through the sheet and any additional work.

Past Tense

Verbs  Red

The simplest way to make the past tense is by adding **ed** to the verb.

Today I talk talk + ed **Yesterday I talked**

If a verb already ends with an **e**, cross it off and then add **ed**.

Today I smile smile~~x~~ + ed **Yesterday I smiled**

Put these words into the past tense.

Present	Past
jump	_____
paint	_____
like	_____
shout	_____

Present	Past
hope	_____
play	_____
wave	_____
skate	_____

Underline the verbs in red.

Then decide if these sentences are in the present or past.

She brushed her hair.

past / present

They look out of the window.

past / present

I cooked dinner.

past / present

The race started in the park.

past / present



Action (Past): Point thumb backwards over shoulder.

Spelling 17 – <u_e>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'so', 'my', 'one', 'by', 'only', 'old', 'like', 'have', 'live' and 'give'.

Main point: Remind the children that the main ways of writing the /ue/ sound are <ue>, <u_e> and <ew>. Revise the <u_e> spelling of the /ue/ sound, which can be referred to as 'u hop-over e'. It is important for the children to understand that the <e> is a 'magic e'. Although it makes no sound in the word, the <e> sends magic over the consonant before it, to change the short vowel sound to a long one. With the children, make a list of words which use <u_e>. Then ask them to make up sentences, using some of the words.. To see the difference 'magic e' makes, try covering it in some of the words and then reading them again, e.g. 'use' becomes 'us'. The <u_e> is a difficult spelling because it sometimes makes an /oo/ sound, as in 'rude'. The words could also be written onto a big 'tune' note shape.

Spelling sheet 17: In each note of the tune, the children write <u_e> in the spaces. Then they read the words and draw pictures to go with them. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'little' and 'down'. The longer word 'useless' has two syllables and can be remembered as 'use' and 'less' for spelling.

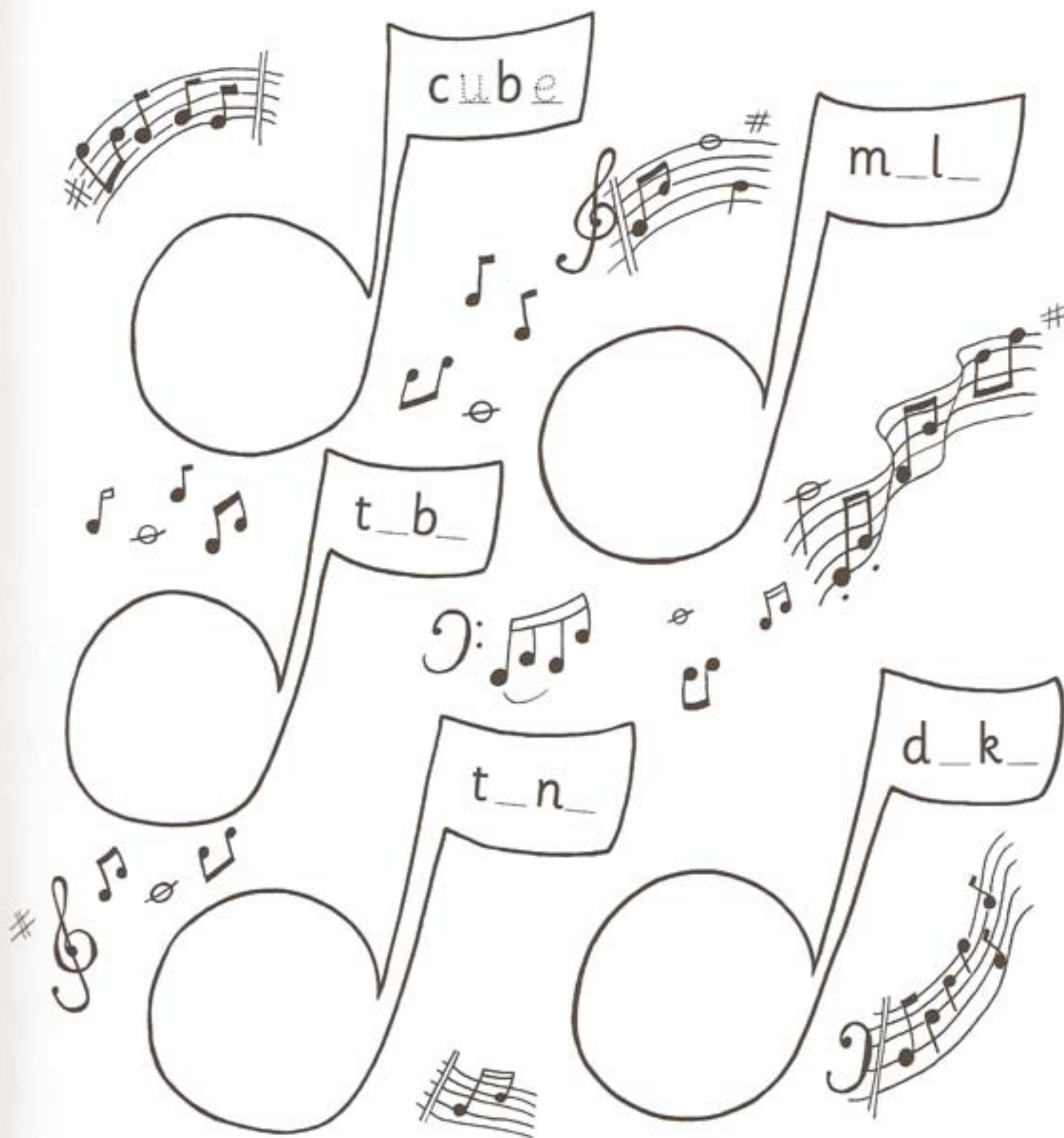
Dictation

- | | |
|--------|---------|
| 1. us | 4. cube |
| 2. use | 5. tube |
| 3. cub | 6. tub |
-
1. She has a tube of sweets.
 2. Soon we will see the duke.
 3. The girl played a tune.

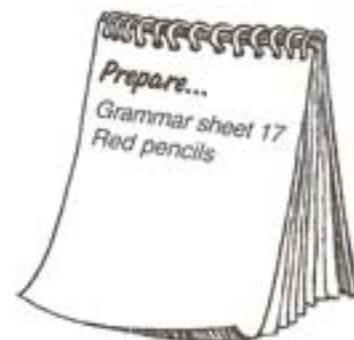
Spelling List 17

1. bus
2. pot
3. swim
4. cube
5. tune
6. used
7. excuse
8. little
9. down
10. useless

Add <u_e> to make a word in each note of the tune. Read the words and draw pictures for them.



Action: Point to people around you and say *you, you, you*.



Grammar 17 – Doubling Rule

Aim: Develop the children's ability to recognise the short vowels in words, so that they learn when to apply the doubling rule before adding <ed>.

Introduction: With the children, say the alphabet in the four groups. See if the children can do this without reading it. Revise the vowels. Revise present and past tenses. Call out verbs in the present and past tenses for the children to do the actions (see Grammar 16).

Main point: Tell the children that endings that are added to words are called **suffixes**. If a word has a short vowel sound, it is important to be careful when adding a suffix that starts with a vowel, such as <ed>. This is because the <e> behaves like a magic <e>, and changes the vowel sound in the word. For example, if <ed> is added to 'hop' it becomes 'hoped'. The short /o/ sound becomes a long /oa/, which completely changes the meaning of the word. To avoid this we use the **doubling rule**. The consonant at the end of the root word is doubled to make a 'wall'. The magic from the <e> cannot jump over a wall of more than one letter. (See picture on page 18.) The children are unlikely to remember this rule immediately, but will gradually do so through revisiting and applying it.

Examples of verb roots needing the doubling rule:

fit slip skip clap grab

If the children ask about a word like 'stamped', explain that it already has a wall made by the two consonants <m> and <p>. Words that do not have short vowel sounds, e.g. 'look', 'play' and 'bark', do not need a wall, and so do not need to double the last consonant.

Grammar sheet 17: The children write the verb roots in the past tense, remembering to apply the doubling rule.

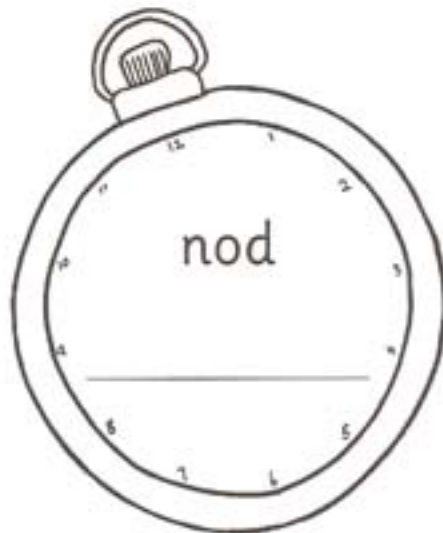
Extension activity: Ask the children to draw a picture of the 'magic' from the <e> being unable to cross a thick 'wall' of two consonants.

Rounding off: Call out some verbs. The children listen for the vowel sounds. For verbs which have a short vowel sound, they do the actions for Inky and the box (see picture on page 17). For verbs that do not, the children put their hands in their laps.

Past Tense

Verbs  Red

Write these verbs in the simple past tense.



Spelling 18 – <wh>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'one', 'by', 'like', 'have', 'live', 'give', 'only', 'old', 'little' and 'down'.

Main point: Revise the <wh> spelling of the /w/ sound. With the children, make a list of words which use it, or give them some examples. Then ask them to make up sentences, using some of the words. The words could also be written onto a big whale shape.

Spelling sheet 18: The children write inside the outlined <wh>. Then in each whale they write a <wh> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'what' and 'when'. Tell the children that the question words 'what', 'where', 'when', 'why', 'who' and 'which' are all <wh> words. Other question words will be covered in later spelling lists. The longer word 'whenever' has three syllables. It can be remembered as the two shorter words 'when' and 'ever' for spelling.

Dictation

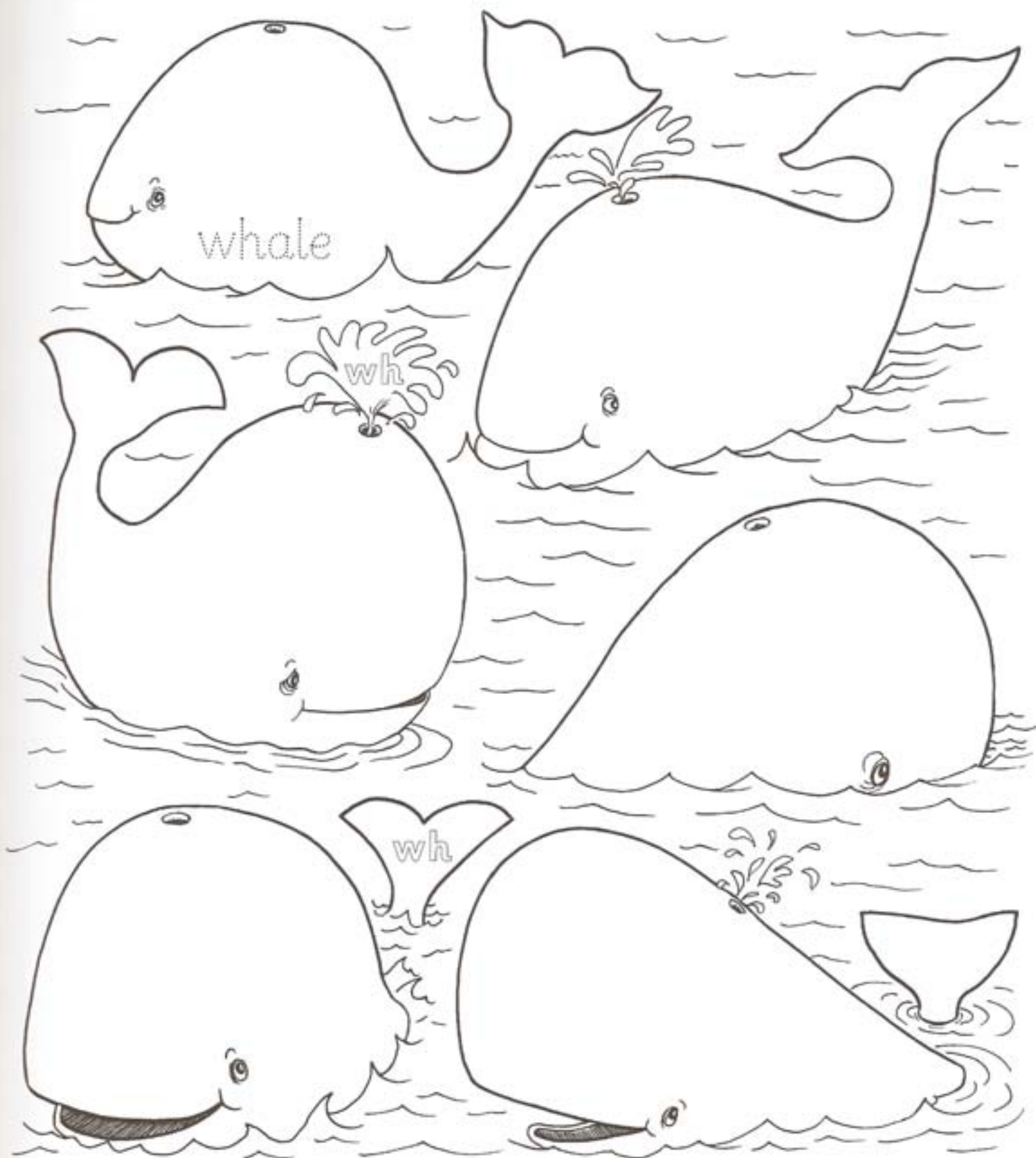
- | | |
|----------|------------|
| 1. when | 4. which |
| 2. whisk | 5. whale |
| 3. whizz | 6. whisker |

1. My cat is black and white.
2. The rabbit has long whiskers.
3. What did you whisper?

Spelling List 18

1. did
2. cut
3. twin
4. whale
5. wheel
6. white
7. whisper
8. what
9. when
10. whenever

Write a 'wh' word and draw a picture in each whale.



Action: Blow on to open hand, as if you are the wind, and say wh, wh, wh.



Grammar 18 – The Future

Aim: Develop the children's understanding of verbs, so they know that a verb can describe the past, present or future.

Introduction: Revise present and past tenses with the children. Call out verbs in the present and past tenses for the children to do the appropriate actions (see Grammar 16). Call out some verbs in the present tense. Make a point of choosing verbs which have a regular simple past tense, such as 'to cook', 'to hop' or 'to race'. Ask the children to put these verbs into the past. Then call out some verbs in the past tense and ask the children to put them into the present.

Main point: When a verb describes an action taking place in the future, the verb root does not take a suffix, as in the past tense. Instead it has an extra word put in front of it. The extra word is another verb, called an auxiliary verb. The auxiliary verb used to describe the future is the verb 'to be'. 'Shall' is added for the first person, ('I' and 'we'), and 'will' for the second and third persons. (The verb 'to be' is completely irregular, but is essential. The future of the verb 'to be' is 'I shall, you will, he/she/it will, we shall, you will, they will'.)

Example of a verb in the future: 'to jump':

I shall jump,	you will jump	he will jump,	she will jump
it will jump	we shall jump,	you will jump	they will jump.

Actions: The action for verbs which describe the future is pointing to the front.

Colour: The colour for verbs is red.

Call out some verbs and ask the children to put them into the future.

Grammar sheet 19: The children write the verbs in the past tense in the 'Yesterday' column, and in the future in the 'Tomorrow' column. Then they write some sentences about what they did yesterday and what they will do tomorrow.

Extension activity: Ask the children to write some more sentences about what they did yesterday. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: With the children, choose a verb and conjugate it in the past, present and future.

Future

Verbs  Red

Past Yesterday		Future Tomorrow
I _____	I cook	I _____
I _____	I listen	I _____
I _____	I skate	I _____
I _____	I walk	I _____

Write some sentences about what you did yesterday.

Write some sentences about what you will do tomorrow.

A sentence must have a verb.

Underline the verbs in your sentences in red.



Action (Future): Point to the front.

Spelling 19 – <ay>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'only', 'old', 'like', 'have', 'live', 'give', 'little', 'down', 'what' and 'when'.

Main point: Remind the children that the main ways of writing the /ai/ sound are <ai>, <a_e> and <ay>. Revise the <ay> spelling of the /ai/ sound. Tell the children that the <ay> spelling is often used at the end of words. The <y> takes the place of (shy) <i>, since the letter <i> does not like to be at the end of words. Then ask them to make up sentences, using some of the words. The words could also be written onto a big crayon shape.

Spelling sheet 19: The children write inside the outlined **ay**. Then in each crayon they write an <ay> word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'why' and 'where'. Tell the children that the question words 'what', 'when', 'why', 'who', 'where' and 'which' are all <wh> words (see Spelling 18, pages 94-5). The longer word 'playground' has two syllables, and can be remembered as 'play' and 'ground' for spelling.

Dictation

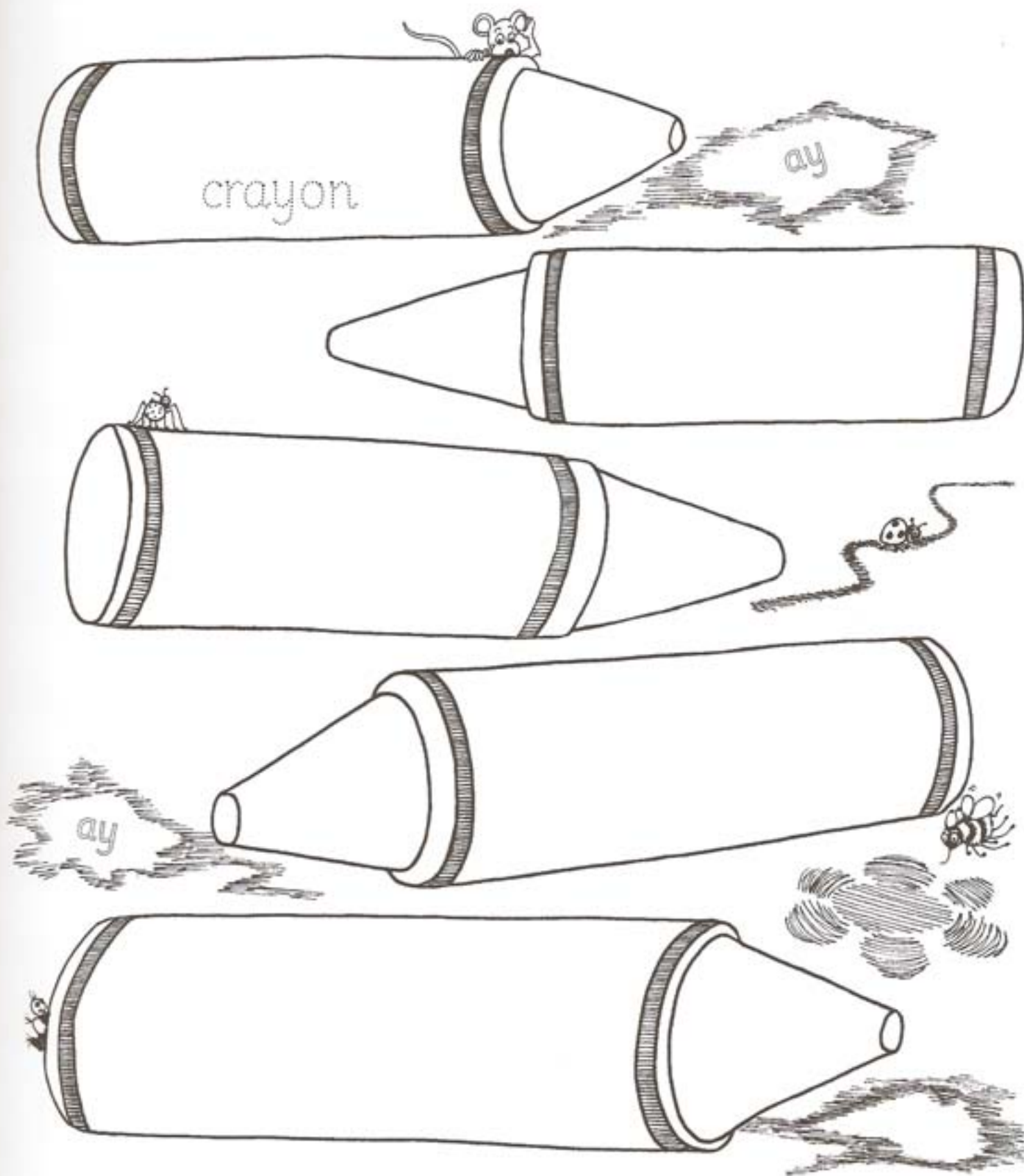
- | | |
|---------|-----------|
| 1. hay | 4. tray |
| 2. way | 5. clay |
| 3. play | 6. Sunday |

1. You can all stay here.
2. Today is hot.
3. I made this from clay.

Spelling List 19

1. an
2. cat
3. skin
4. say
5. away
6. play
7. today
8. why
9. where
10. playground

Write an <ay> word and draw a picture in each crayon.



Action: Cup hand over ear and say *ai, ai, ai*.

Grammar 19 – Alphabetical order



Aim: Develop the children's knowledge of the alphabet, and their ability to use word books and dictionaries.

Introduction: The children sit in a circle, and one child says the first letter of the alphabet. Going round the circle, each child says the next letter. Then the children practise saying the alphabet in the four groups. They hold up one finger as they say the first group, and pause, then hold up two fingers as they say the second, etc. Call out letters. Ask the children which group each letter belongs to, e.g. 's' is in group 3. Knowing where a letter falls in the alphabet will help the children work out where to look for it in the dictionary.

Main point: Look at a copy of the dictionary. Explain that the words are listed in alphabetical order to make them easier to find. Words can be arranged in alphabetical order just as letters can. Write some words on the board. To avoid confusion at this stage, make sure each word begins with a different letter. The children look at the first letter of each word to help them arrange the words in alphabetical order.

Grammar sheet 19: Using a different coloured pencil for each group, the children write inside the outlined lower-case letters. The first group should be red, the next yellow, then green and the last blue. Then they write the capitals next to the lower-case letters. In the next section the children put groups of letters into alphabetical order. Then they try putting groups of words into alphabetical order.

Extension activity: Give out dictionaries for the children to look at, sharing if necessary. Write some letters on the board. Ask the children to find words beginning with these letters in the dictionary. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on. If the children are able, they could also copy out the words' meanings.

Rounding off: Go over the sheet, with the children putting the words into alphabetical order. Call out letters and see if the children can find the right section for them in the dictionary.

Alphabetical Order

Use a different colour for each section of the alphabet. The first should be red, then yellow, then green and the last blue.

Write the capital letters next to the lower-case letters.

__a__b__c__d__e

__f__g__h__i__j__k__l__m

__n__o__p__q__r__s

__t__u__v__w__x__y__z

Put these sets of letters into alphabetical order.

F B X O

T C N H

q w i r

Put these words into alphabetical order.

Inky

Snake

Bee

pear

apple

orange

Spelling 20 – <ea>

Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'like', 'have', 'live', 'give', 'little', 'down', 'what', 'when', 'why' and 'where'.



Main point: Remind the children that the main ways of writing the /ee/ sound are <ee> and <ea>. Revise the <ea> spelling of the /ee/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big teapot shape.

Spelling sheet 20: The children write inside the outlined *ea*. Then in each teapot they write an <ea> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'who' and 'which'. Tell the children that the question words 'what', 'where', 'when', 'why', 'who' and 'which' are all <wh> words (see Spelling 18, pages 94-5). The longer word 'seaside' has two syllables and can be remembered as 'sea' and 'side' for spelling.

Dictation

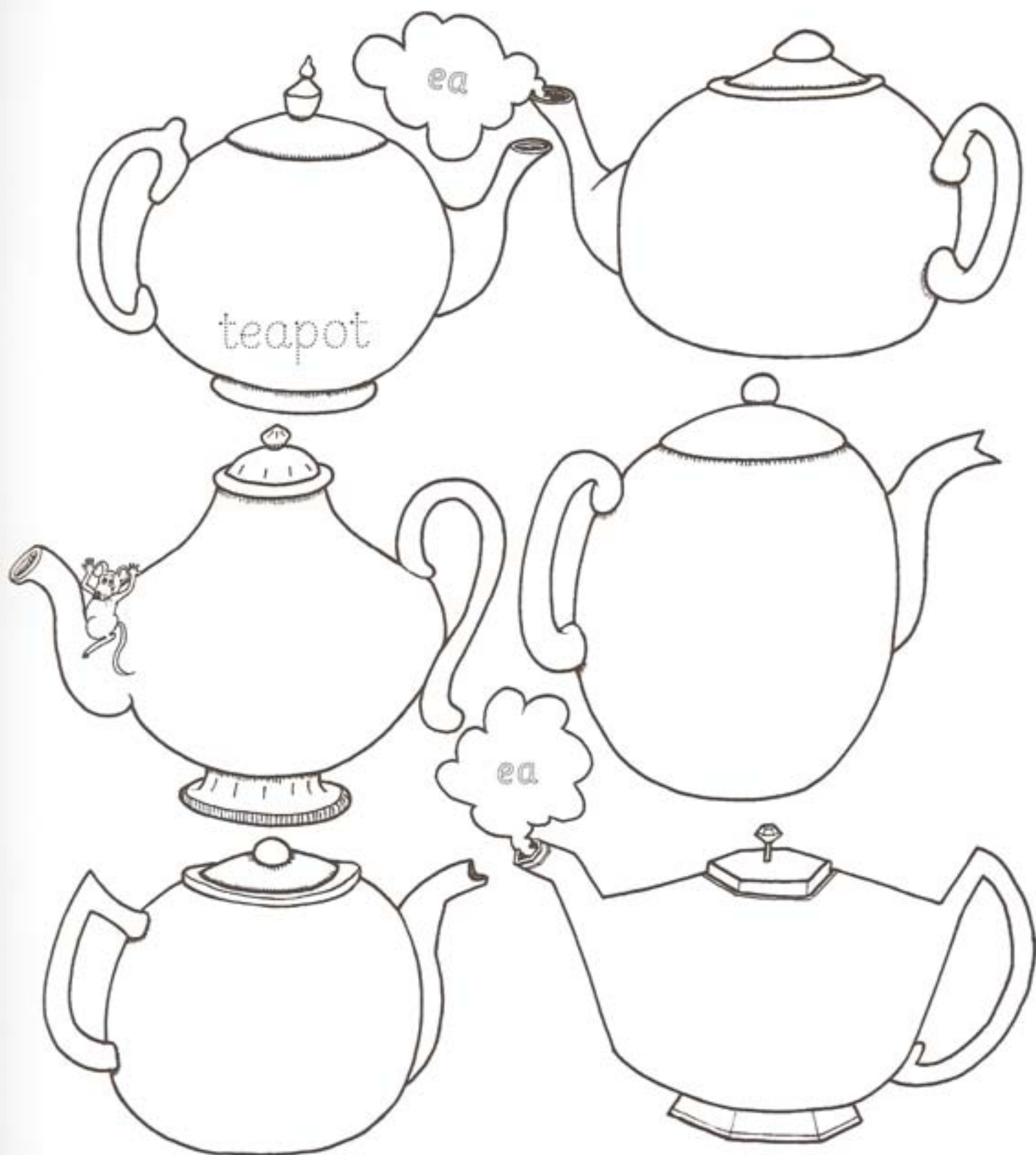
- | | |
|---------|-----------|
| 1. sea | 4. clean |
| 2. peas | 5. leaf |
| 3. meat | 6. teapot |

1. They had beans for tea.
2. She took the dog on the beach.
3. He has peas in his garden.

Spelling List 20

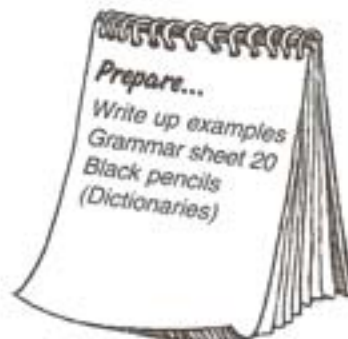
1. met
2. web
3. spin
4. tea
5. heat
6. leaf
7. each
8. who
9. which
10. seaside

Write an 'ea' word and draw a picture in each teapot.



Action: Put hands on head as if ears on a donkey and say ee. (This comes from the ee or action.)

Grammar 20 – Nouns



Aim: Develop the children's understanding of nouns, and their ability to identify nouns in sentences.

Introduction: Revise the parts of speech covered so far: proper and common nouns, pronouns and verbs. Call out words for the children to do the appropriate actions. Remember that some words can function as both nouns and verbs, so the children can do both actions.

Main point: Look at the picture on Grammar sheet 20. Ask the children to give examples of nouns. Remind them that we can put 'a' (the indefinite article) or 'the' (the definite article) before those that are common nouns. Write some sentences on the board. Go through the sentences, finding the proper and common nouns with the children.

Examples: 'The farmer drives a tractor.'
'My dog goes to the vet on Monday.'

Underline the nouns in black. If using a blackboard, explain that as there is no black chalk, white chalk is used instead.

Grammar sheet 20: The children look at the picture and write six nouns for things they can see. Remind them about when to use the indefinite articles 'a' and 'an' (see Grammar 8). Then the children read the sentences underneath and underline the nouns in black. Tell them that there can be more than one noun in a sentence.

Extension activity: The children write some sentences about the picture and underline the nouns. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on. The children could also look up their six nouns in the dictionary.

Rounding off: Go over the sheet, with the children identifying the nouns.

Write 6 nouns for what you can see in the picture.

a _____ the _____

a _____ the _____

a _____ the _____



Underline the nouns in these sentences in black.
There can be more than one noun in a sentence.

1. The cat is black and white.
2. Jim drives a red tractor.
3. The sheep are on the hills.
4. On Andrew's farm, there are cows, horses, sheep, pigs and chickens.

Spelling 21 – igh

Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'live', 'give', 'little', 'down', 'what', 'when', 'why', 'where', 'who' and 'which'.



Main point: Remind the children that the main ways of writing the /ie/ sound are <e>, <i_e>, <igh> and <y>. Revise the <igh> spelling of the /ie/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big light-bulb shape.

Spelling sheet 21: The children write inside the outlined igh. Then in each light bulb they write an igh word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'any' and 'many'. The longer word 'frightening' has three syllables and can be remembered as 'frigh', 'ten' and 'ing', for spelling. It helps the children remember the spelling if they emphasise the /e/ sound in the second syllable, pronouncing it to rhyme with 'pen'.

Dictation

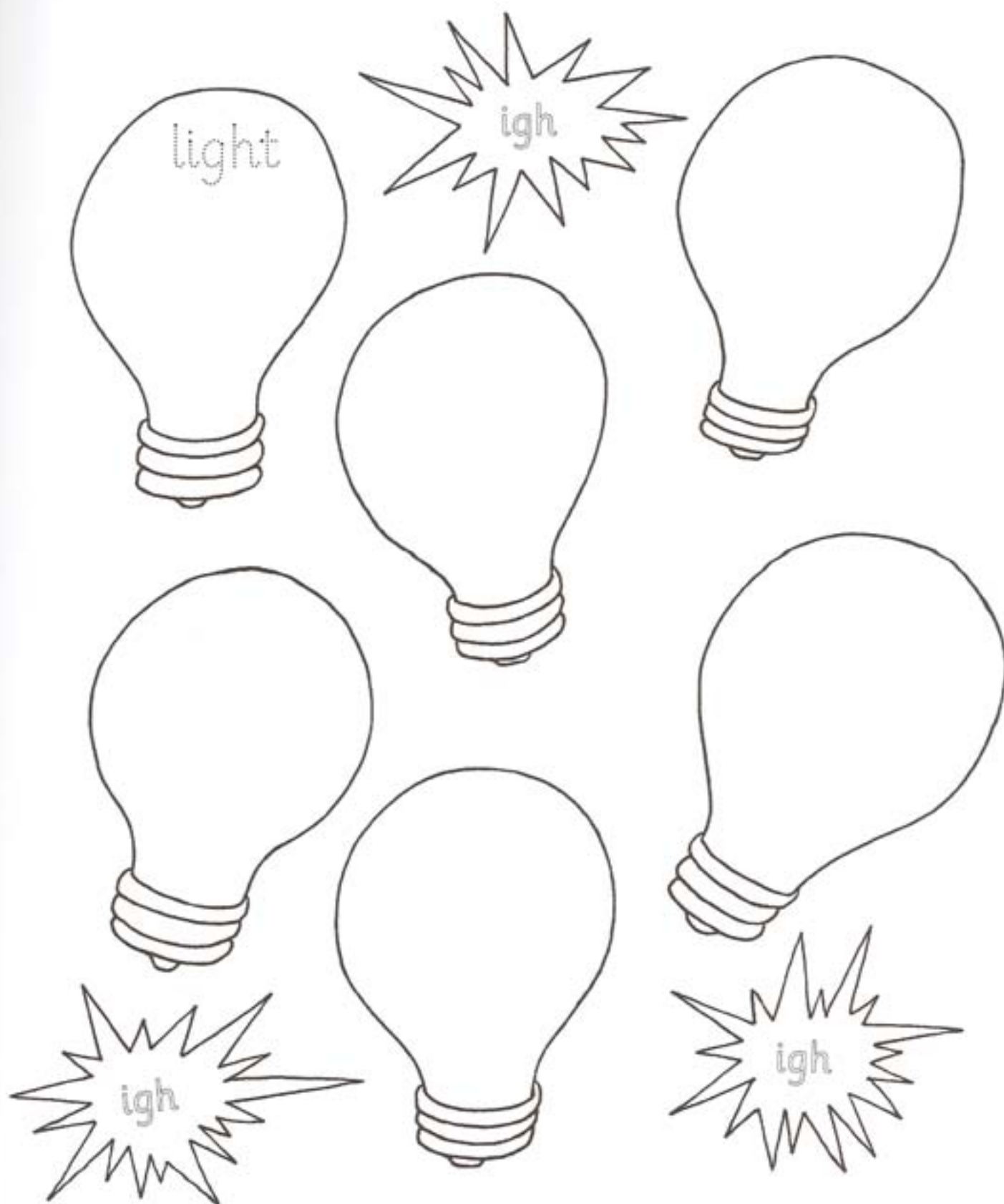
- | | |
|----------|-----------|
| 1. high | 4. sight |
| 2. sigh | 5. bright |
| 3. thigh | 6. flight |

1. It was a dark night.
2. My dad had a fright.
3. There was a bright light.

Spelling List 21

1. lip
2. his
3. went
4. night
5. high
6. might
7. light
8. any
9. many
10. frightening

Write an 'igh' word and draw a picture in each light bulb.



Action: Stand to attention and salute saying *ie, ie*.

Grammar 21 – Adjectives



Aim: Develop the children's understanding of adjectives. Adjectives are words which describe nouns.

Introduction: Ask each child for an example of a common noun, e.g. 'a dog', 'a hat'.

Main point: Find, or draw, a picture of some snakes. If drawing the snakes, colour them in. Ask the children what the picture shows, and which part of speech the word 'snake' is (i.e. a noun). Write the following sentence on the board:

Sentence: This is a snake.

Underline the noun. Tell the children that this sentence does not tell us very much about the snake. Look at the adjective page in the *Jolly Grammar Big Book 1*, and choose one of the snakes in the picture. Ask the children for words to describe the snake, which could be added to the sentence to make it more interesting, e.g. 'long', 'green', 'spotty', 'sad', 'old'. Choose one of the describing words and add it to the sentence on the board. Tell the children that a word which describes a noun is called an **adjective**.

Action: The action for an adjective is to touch the side of the temple with a fist.

Colour: The colour for adjectives is blue.

Underline the adjective in your sentence in blue, while the children do the action. Choose some more snakes from the picture and ask for adjectives to describe them. Choose one of the snakes and, with the children, find as many adjectives to describe it as possible.

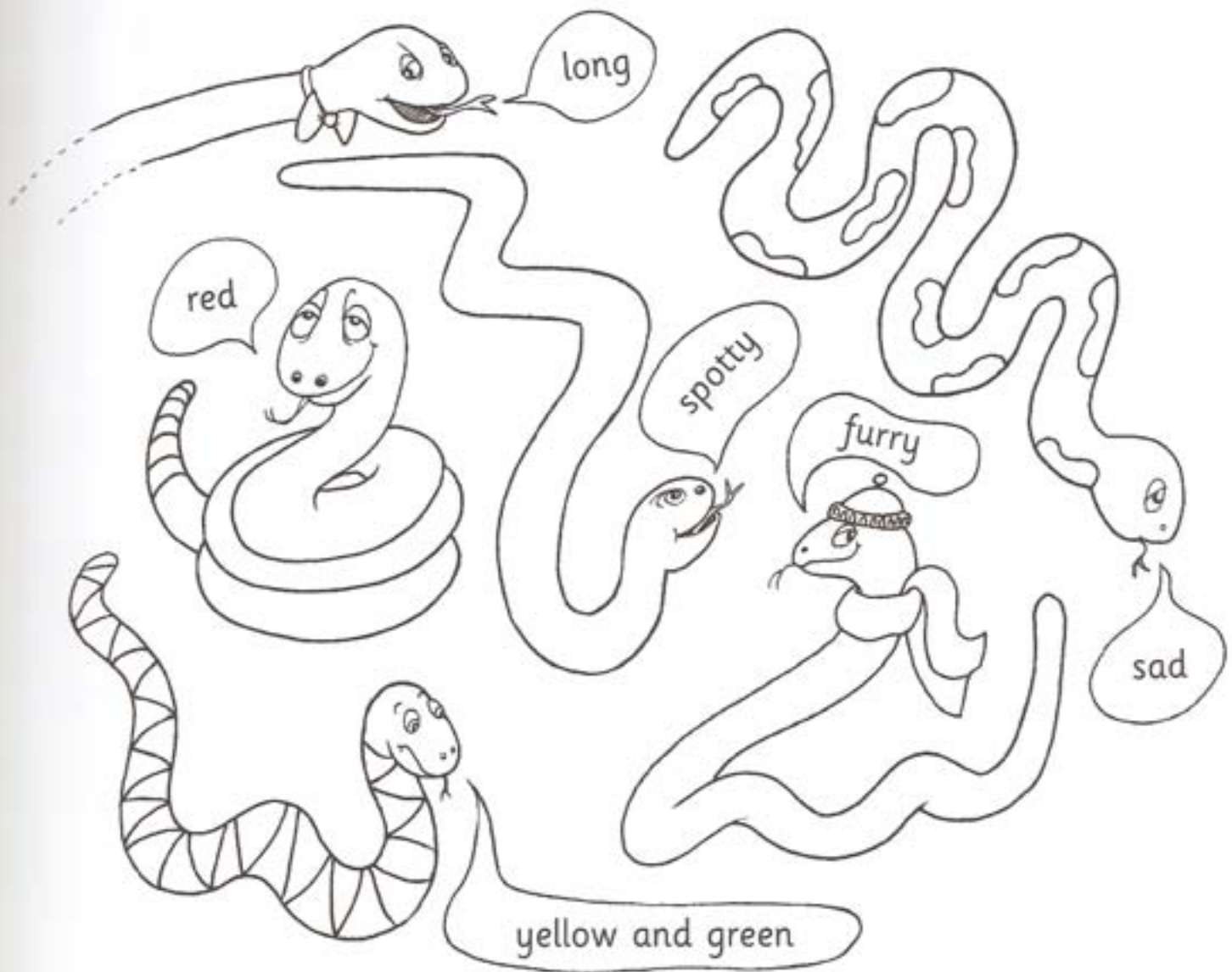
Grammar sheet 21: The children read the adjectives in the speech bubbles. Then they colour each snake to make it fit its adjective. The 'long' snake needs to have his 'long' body added. The children complete the phrase at the bottom of the sheet by writing three more adjectives which might describe a snake. Then they colour the snake underneath to fit these adjectives.

Extension activity: The photocopiable master on page 215 shows a section of a snake's body. The children each choose an adjective and colour their section of the snake accordingly. The sections can then be stuck together, with a head and tail added (see pages 214 and 216), to make 'Adjective Snakes'. The snakes can have any number of middle sections. The finished snake can be used for display.

Rounding off: With the children, look at any finished 'adjective snakes' and say the phrase 'a _____, _____, _____ snake', filling in the blanks with appropriate adjectives.

Adjectives Blue

Colour the snakes to make them fit the adjectives.



You can use more than one adjective at a time.
Colour this snake to make it fit your description.



a _____, _____, _____ snake



Action: Touch side of temple with fist.

Spelling 22 – ⟨y⟩



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'little', 'down', 'what', 'when', 'why', 'where', 'who', 'which', 'any' and 'many'.

Main point: Remind the children that the main ways of writing the /ie/ sound are ⟨ie⟩, ⟨i_e⟩, ⟨igh⟩ and ⟨y⟩. Revise the ⟨y⟩ spelling of the /ie/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big frying-pan shape.

Spelling sheet 22: The children write inside the outlined y. Then in each frying pan they write a ⟨y⟩ word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'more' and 'before'. The longer word 'myself' has two syllables and can be remembered as 'my' and 'self' for spelling.

Dictation

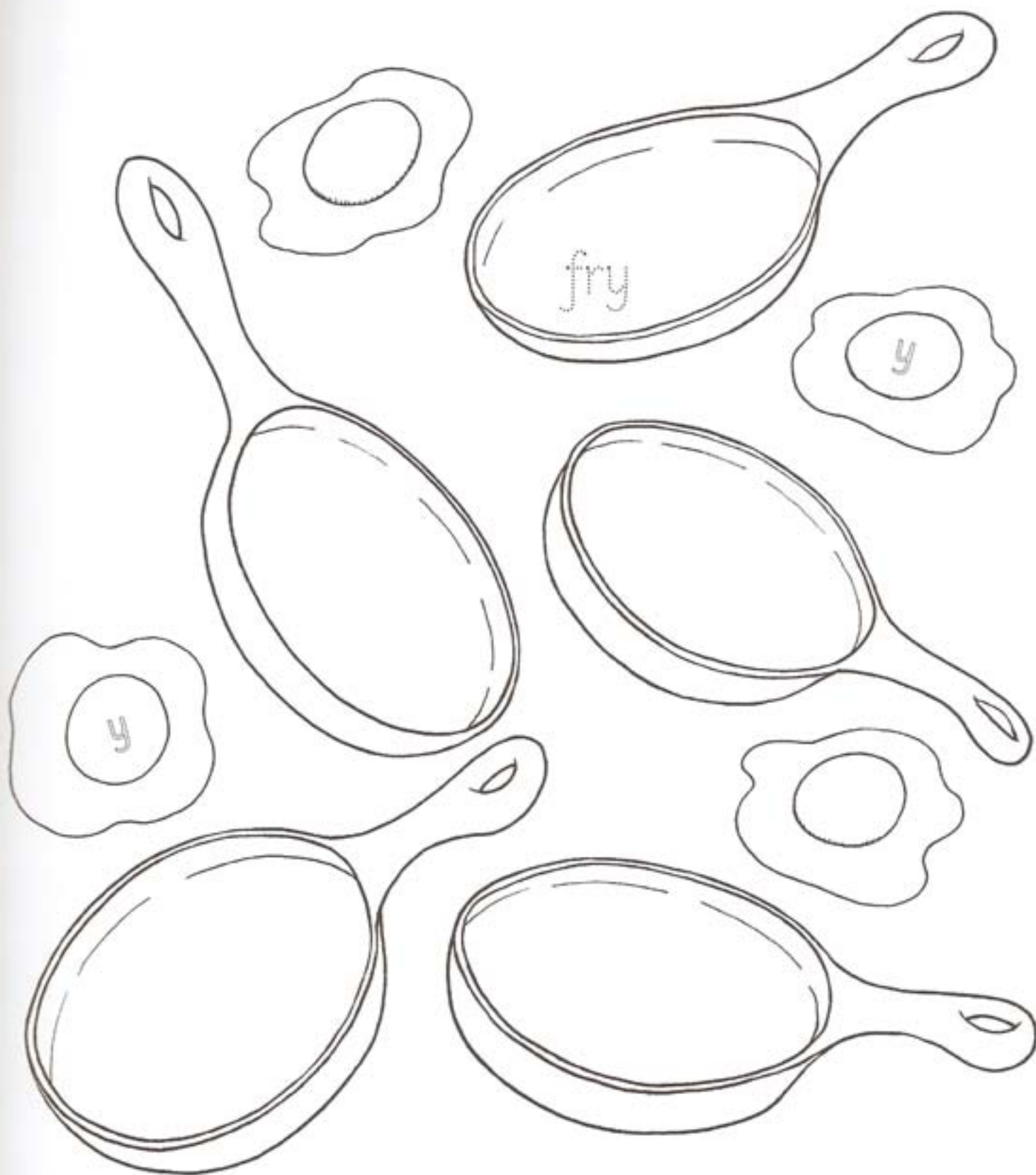
- | | |
|--------|-----------|
| 1. my | 4. crying |
| 2. dry | 5. flying |
| 3. sty | 6. trying |

1. Pigs live in a sty.
2. They are flying with me.
3. He was trying to sing the song.

Spelling List 22

1. win
2. sit
3. stop
4. fry
5. dry
6. crying
7. sky
8. more
9. before
10. myself

Write a <y> word and draw a picture in each frying pan.



Action: Stand to attention and salute saying *ie, ie*.

Grammar 22 – Adjectives



Aim: Develop the children's ability to identify nouns and adjectives in sentences.

Introduction: Revise common nouns. Choose a noun, e.g. 'a horse'. Ask one child to say the noun with an adjective to describe it, e.g. 'a big horse'. Ask each child in turn to repeat what has been said and to add a new adjective, as in a memory game, e.g. 'a big, brown horse', 'a big, brown, kind horse', etc.

Main point: Revise adjectives. Think of some nouns, e.g. 'chair', 'jumper', 'dog', 'sandwich' etc. Ask the children for an adjective to go with each noun. Use one of their suggestions to make a simple sentence, and write it on the board, e.g. 'He had a little dog.' Underline the noun in black and the adjective in blue.

Grammar sheet 22: The children read the adjectives in the snake. Then they read the sentences in the middle of the sheet. They choose one of the adjectives for each sentence, and write it in the space. The adjectives can be used more than once.

Extension activity: The children underline the nouns in black and the adjectives in blue.

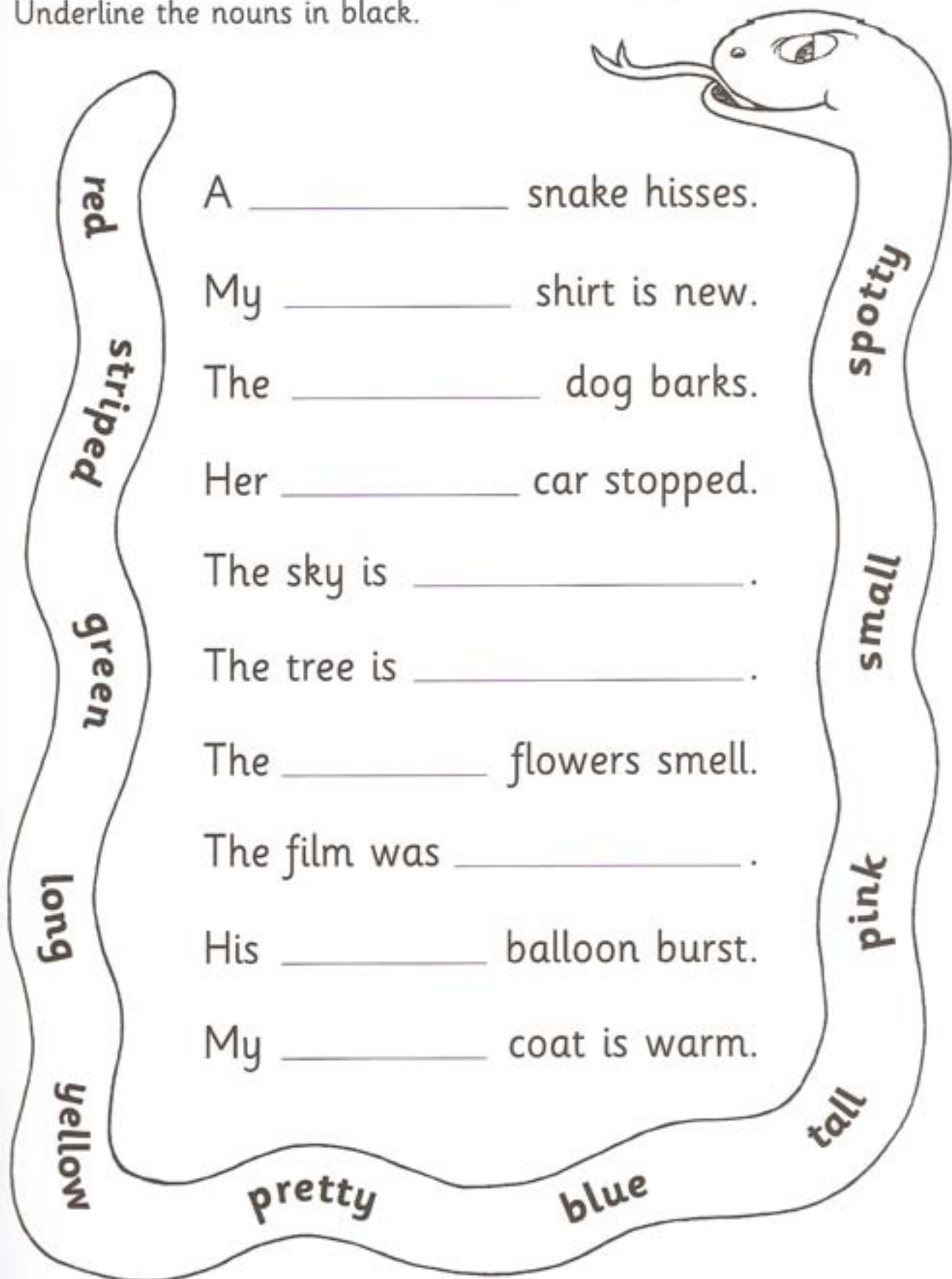
Rounding off: Go over the sheet with the children, seeing which adjectives they have chosen for each sentence. As long as their adjectives make sense in the sentences, the children's answers are right.

Adjectives Blue

Find an adjective to describe each noun.

There are some adjectives in the snake to help you.

Underline the nouns in black.



Spelling 23 – <ow>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'what', 'when', 'why', 'where', 'who', 'which', 'any', 'many', 'more' and 'before'.

Main point: Remind the children that the main ways of writing the /oa/ sound are <oa>, <o_e> and <ow>. Revise the <ow> spelling of the /oa/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big snowman shape.

Spelling sheet 23: The children write inside the outlined ow. Then in each snowman they write an <ow> word, and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'other' and 'were'. For 'other', the children should use the 'Say as it Sounds' method, and pronounce the <o> in the first syllable to rhyme with 'bother'. For 'were', the children should say the names of the letters as they write them. The longer word 'snowman' has two syllables and can be remembered as 'snow' and 'man' for spelling.

Dictation

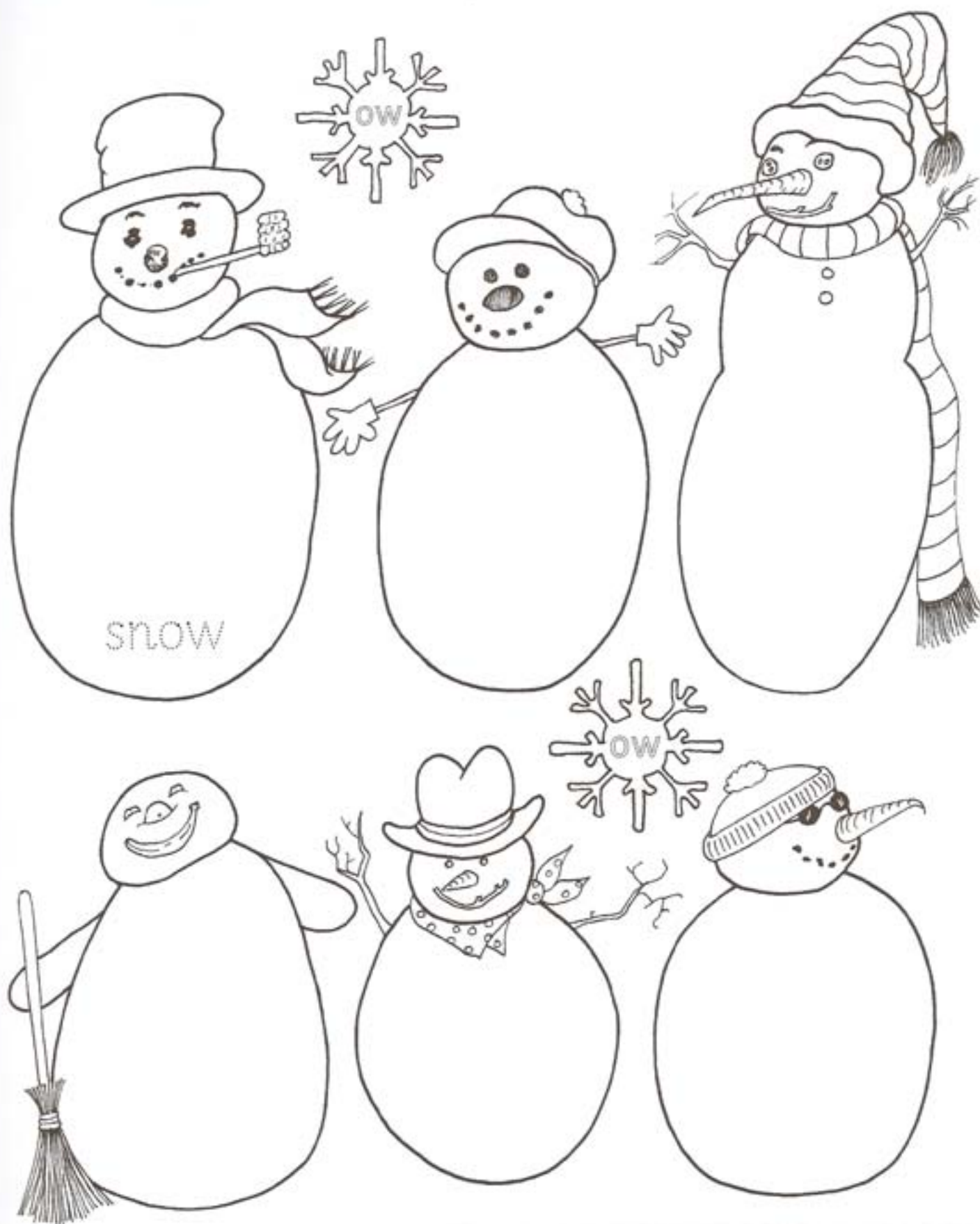
- | | |
|--------|----------|
| 1. own | 4. show |
| 2. low | 5. grow |
| 3. mow | 6. throw |

1. It has started snowing.
2. The seeds have grown well.
3. There is a show on Monday.

Spelling List 23

1. box
2. job
3. bulb
4. own
5. grow
6. elbow
7. yellow
8. other
9. were
10. snowman

Write an <ow> word and draw a picture in each snowman.



Action: Bring hand over mouth as if something terrible has happened and say *oh!*

Grammar 23 – Final Blends



Aim: Develop the children's ability to recognise final blends.

Introduction: Revise initial blends. Hold up flash cards of initial blends for the children to read. Then call out blends for the children to say which letters are in them.

Main point: Tell the children that not all blends come at the beginning of words. Some come at the end of words and are called final blends. Hold up some flash cards of final blends and ask the children to blend them. On the board, write an example of a word using each blend. Call out some of the final blends and ask the children which letter sounds are in them.

Examples:	lamp	tent	sink	pond	tusk
	bank	felt	milk	frost	bump
	hand	vest	wind	cold	dust

Grammar sheet 23: The children read the outlined final blends and write inside them. Then they read the unfinished words and try adding the final blends to each of them. They try each final blend in turn until they find one which completes the word, e.g. 'be' and 'mp' makes 'bemp', which is not a real word, whereas 'be' and 'lt' makes 'belt', which is. Once they have found a blend to complete a word, the children write it in and draw a picture for the word. As long as the children have made real words, their answers are right, so 'sta' could become either 'stamp' or 'stand'.

Extension activity: Write the unfinished words and final blends out on cards. Give the cards out to the children. They see how many other words they can make. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on. This exercise could be repeated with different unfinished words and final blends.

Rounding off: Go over the sheet with the children, seeing which words they made.

Final Blends

Try the different final blends until you find one that makes a word.
Write the blends in and draw pictures for the words you have made.

mp	lt	nt
st	nd	sp



sta_____



po_____



be_____



a_____



ne_____



ha_____



la_____



cri_____



te_____

Spelling 24 – <ew>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'why', 'where', 'who', 'which', 'any', 'many', 'more', 'before', 'other' and 'were'.

Main point: Remind the children that the main ways of writing the /ue/ sound are <ue>, <u_e> and <ew>. However, <ew> is a difficult spelling because it often makes an /oo/ sound, as in 'grew'. Teach the <ew> spelling of the /ue/ and /oo/ sounds. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big jewel shape.

Activity sheet: The children write inside the outlined ew. Then in each jewel they write an <ew> word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'because' and 'want'. For 'because', tell the children to use the mnemonic 'big elephants catch ants under small elephants'. For 'want' the children should use the 'Say as it Sounds' method, pronouncing it to rhyme with 'ant'. The longer word 'newspaper' has three syllables and can be remembered as 'news', 'pa' and 'per', for spelling.

Dictation

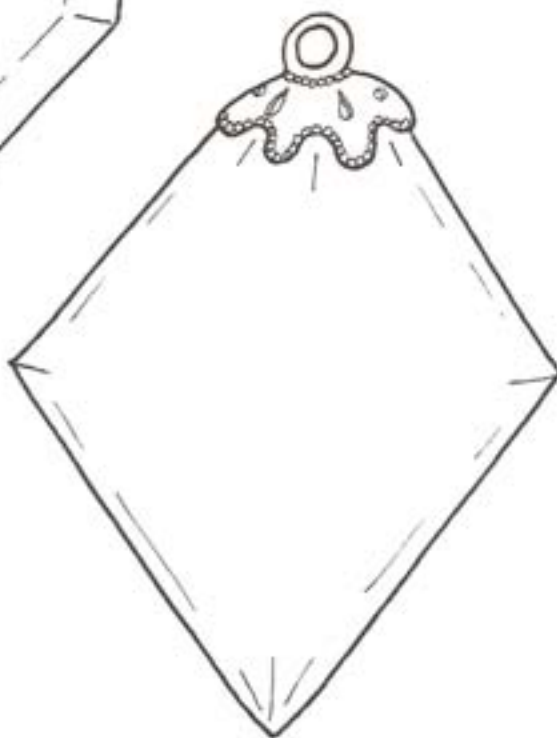
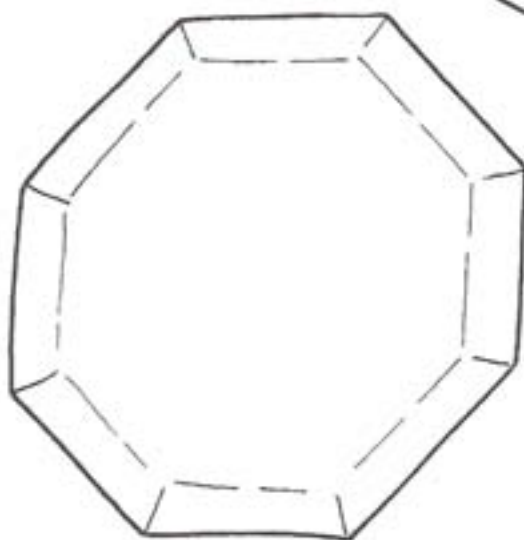
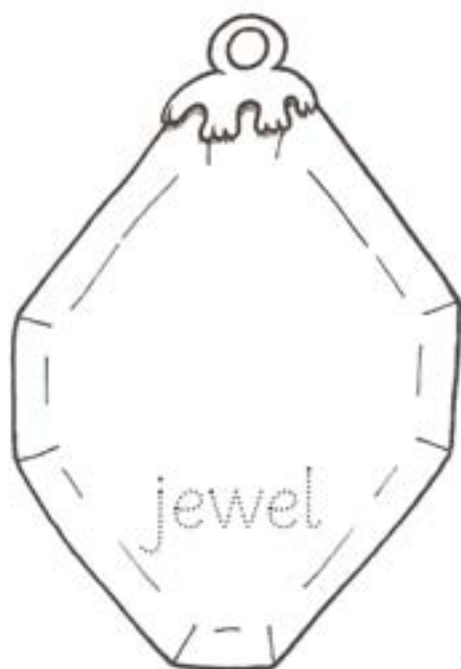
- | | |
|--------|---------|
| 1. few | 4. grew |
| 2. new | 5. chew |
| 3. pew | 6. drew |

1. A few more can go.
2. There is my new bike.
3. He drew a newt.

Spelling List 24

1. bud
2. sun
3. held
4. few
5. flew
6. grew
7. chew
8. because
9. want
10. newspaper

Write an 'ew' word and draw a picture in each jewel.



Action: Move head forward as if it is the cuckoo, saying oo. (This comes from the action for u oo.)



Action: Point to people around you and say you, you.

Grammar 24 – Compound Words



Aim: Develop the children's ability to recognise compound words.

Introduction: Revise initial and final blends. Hold up flash cards of the blends for the children to read. Then call out blends for the children to name the letters in them.

Main point: Compound words are words made of two (or more) shorter words joined together. Draw some 'picture word sums' on the board for the children to work out the compound words. Alternatively look at the compound birds page in the *Jolly Grammar Big Book 1*. You could also use the Red Level *Jolly Readers* 'Star and Fish'.

Example: picture of egg + picture of cup = 'eggcup'

Other words which could be used:

blue + bell	star + fish	foot + ball
tooth + brush	black + bird	cow + boy/girl
sun + flower	arm + chair	ear + ring
rain + coat	sea + shell	butter + fly

Grammar sheet 24: The children read the words in the birds' wings and tails. Then they try adding the 'tail words' to the 'wing words' to make compound words. They try each 'tail word' in turn until they find one that makes sense, e.g. 'post' and 'ball' makes 'postball' which is not a real word, whereas 'post' and 'man' makes 'postman'.

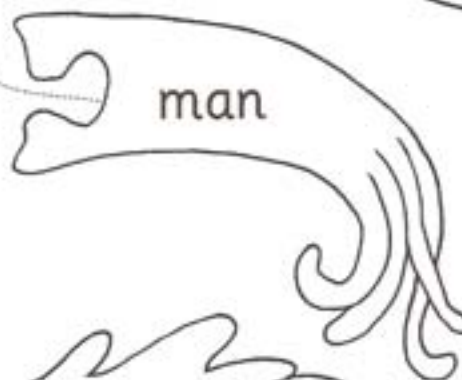
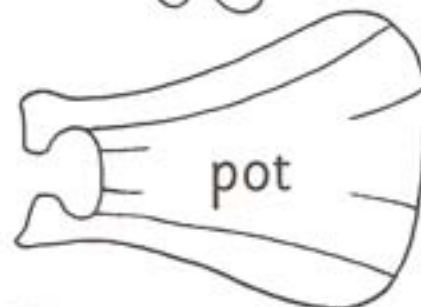
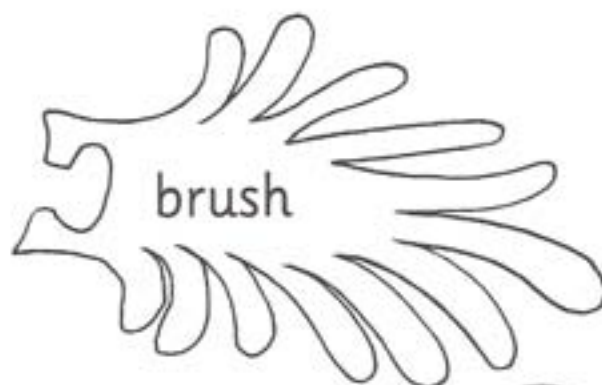
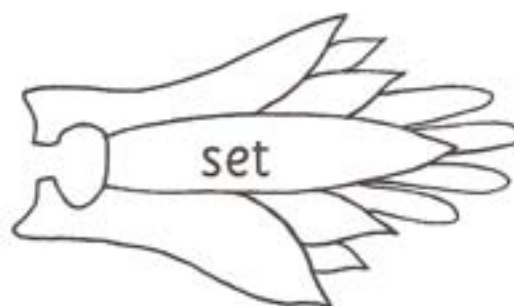
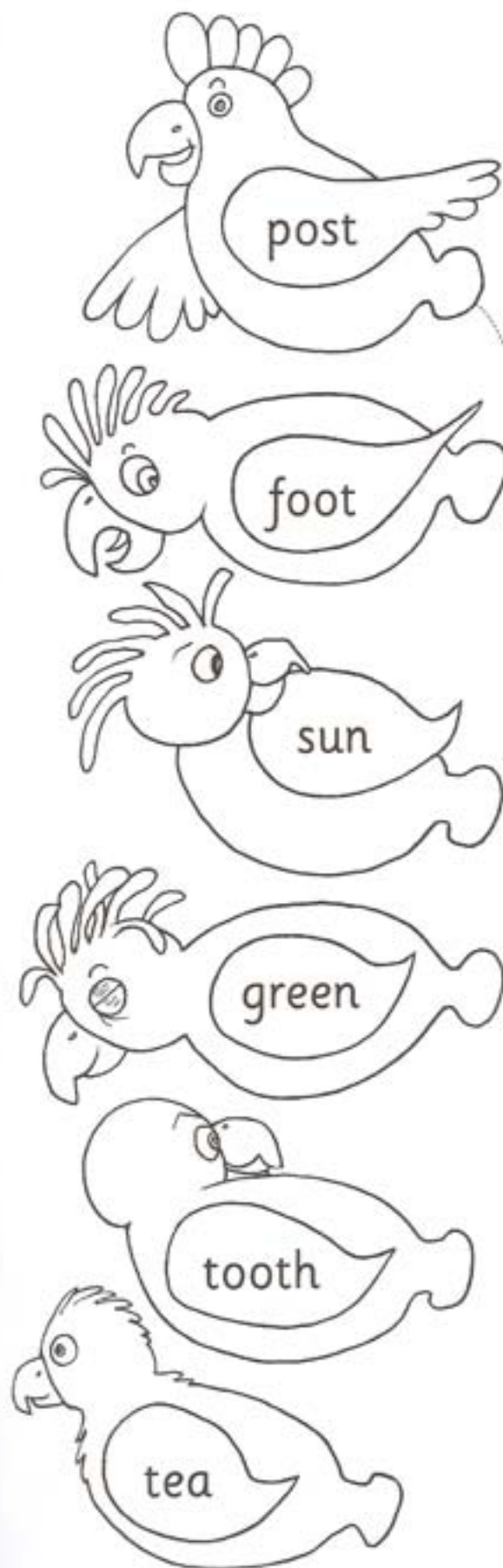
Extension activity: Give the children some more words, on the board or on cards, and see how many compound words they can make using them. The 'Compound Birds' sheet on page 218 may be photocopied and cut up to make sets of compound word puzzles.

Examples:	rain + bow	shoe + lace	lunch + time
	lunch + box	home + work	home + time
	shoe + box	letter + box	fire + work

Rounding off: Go over the sheet with the children, seeing which compound words they made.

Compound Words

The compound birds have muddled up their tails.
Can you sort them out?



Spelling 25 – <ou>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'who', 'which', 'any', 'many', 'more', 'before', 'other', 'were', 'because' and 'want'.

Main point: Remind the children that the main ways of writing the /ou/ sound are <ow> and <ow>. Revise the <ou> spelling of the /ou/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big house shape.

Spelling sheet 25: The children write inside the outlined **ou**. Then in each house they write an <ou> word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'saw' and 'put'. The longer word 'outside' is a compound word. It has two syllables and can be remembered as 'out' and 'side' for spelling.

Dictation

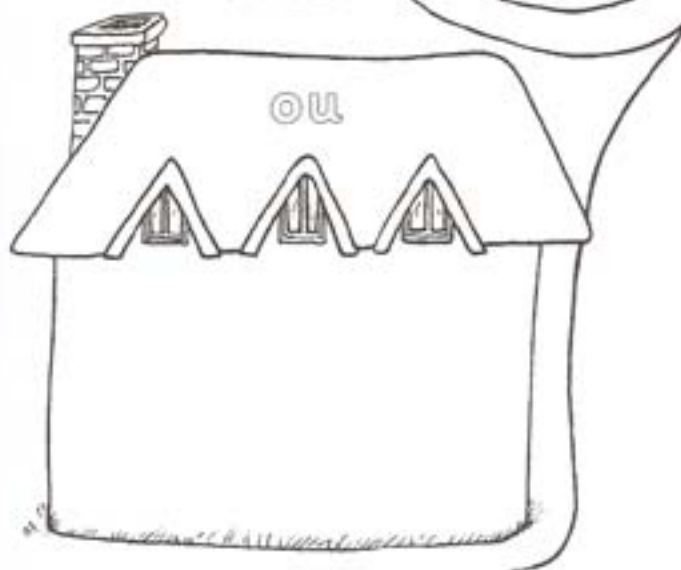
- | | |
|----------|----------|
| 1. our | 4. flour |
| 2. loud | 5. found |
| 3. south | 6. round |

1. The hoop is round.
2. Mum needs some flour to make a cake.
3. He counted to fifty.

Spelling List 25

1. bat
2. pet
3. self
4. out
5. our
6. round
7. mouth
8. saw
9. put
10. outside

Write an <ou> word and draw a picture in each house.



Action: Pretend your finger is a needle and prick your thumb saying *ou, ou, ou*.

Grammar 25 – Alphabetical order



Aim: Develop the children's knowledge of the alphabet, and their ability to put words into alphabetical order.

Introduction: The children sit in a circle, and one child says the first letter of the alphabet. Go round the circle with each child saying the next letter. Then the children practise saying the alphabet in the four groups. They hold up one finger as they say the first group, pause, then hold up two fingers as they say the second, etc.

Main point: Write some words on the board. For simplicity, make sure each word begins with a different letter. With the children's help, put the words into alphabetical order. Then write a word on the board that the children will recognise even though it is deliberately mis-spelt, e.g. 'mummy'. Ask if the word is spelt correctly. Tell the children that if they are not sure whether a spelling is correct, they can check it with a dictionary. Look up the word in the dictionary and read out the letters, asking the children to check the spelling on the board. Explain that if they do not know how a word is spelt but can sound out the first few letters, then they will probably be able to find it in a dictionary.

Grammar sheet 25: The children put each group of words into alphabetical order. Then they can write inside the outlined alphabet, and look at the pictures at the bottom of the sheet. They try writing a word for each, and then check in a dictionary to see if they have spelt them correctly. Although the children may not know how to spell the word 'television', they will probably be able to sound out the first few letters. If these words are not in the children's dictionaries then the pictures could be replaced, or the exercise could be treated as a whole-class activity, using a dictionary which does contain the words.

Extension activity: Draw pictures on the board. The children write words for the pictures and check their spellings in a dictionary.

Rounding off: Go over the sheet with the children. Call out letters and see if the children can find the right section for them in the dictionary.

Alphabetical Order

Put these words into alphabetical order.

1. car tractor lorry

2. hamster cat rabbit

3. lemon apple banana

4. Sam Alex Ravi Gilbert

5. Emily Pat Davinda Sue Jill

Look up the words for these nouns in your dictionary.
Copy the words out carefully.





ABCDEFGHIJKLMNOPQRSTUVWXYZ

Spelling 26 – <ow>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'any', 'many', 'more', 'before', 'other', 'were', 'because', 'want', 'saw' and 'put'.

Main point: Remind the children that the main ways of writing the /ou/ sound are <ou> and <ow>. Revise the <ow> spelling of the /ou/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big owl shape.

Spelling sheet 26: The children write inside the outlined ow. Then in each owl they write an <ow> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'could' and 'should'. Both spellings can be learnt with the mnemonic 'o u lucky duck'. The longer word 'flowerpot' is a compound word. It has three syllables and can be remembered as 'flow', 'er' and 'pot', for spelling.

Dictation

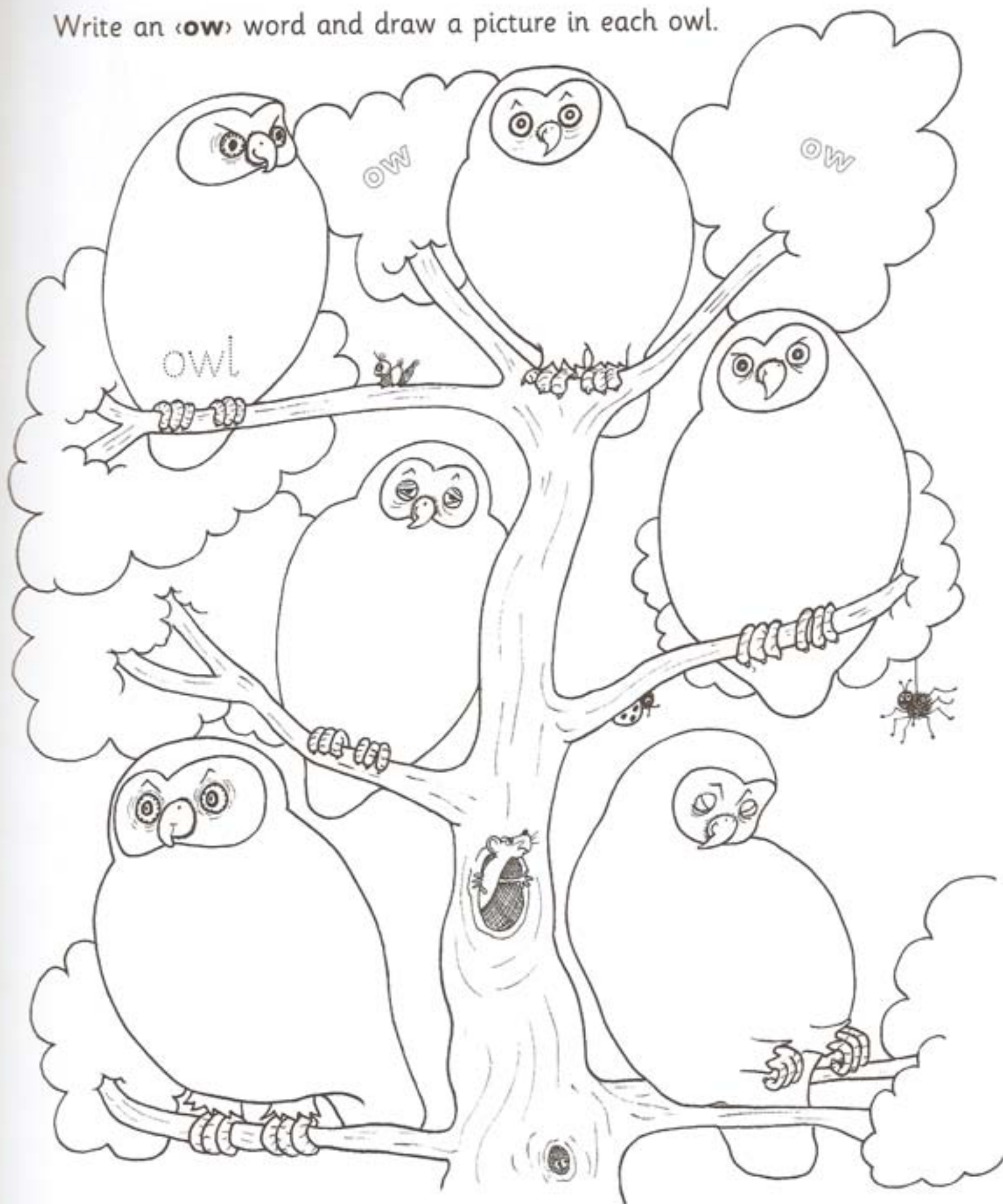
- | | |
|----------|-----------|
| 1. cow | 4. howl |
| 2. now | 5. crowd |
| 3. clown | 6. powder |

1. Come down here.
2. They went to town on the bus.
3. She had a quick shower.

Spelling List 26

1. big
2. fox
3. milk
4. how
5. owl
6. brown
7. town
8. could
9. should
10. flowerpot

Write an <ow> word and draw a picture in each owl.



Action: Pretend your finger is a needle and prick your thumb saying *ou, ou, ou*.

Grammar 26 – Verbs



Aim: Develop the children's understanding of verbs, and their ability to identify verbs in sentences.

Introduction: Revise the parts of speech covered so far: proper and common nouns, pronouns, verbs and adjectives. You could use the pages in the *Jolly Grammar Big Book 1* to help you do this. Call out words for the children to do the appropriate actions. Remember that some words can function as both nouns and verbs, so the children can do both actions.

Main point: Revise verbs. Look at the picture on Grammar sheet 26. Ask the children to give examples of verbs. Remind them that if we can put the word 'to' before a word, then it is probably a verb. Write some sentences on the board. Go through the sentences, finding the verbs with the children.

Examples: The girls jump in the water.
 The dog chews his bone.

Underline the verbs in red.

Grammar sheet 26: The children look at the picture and write six verbs for the actions they can see. Then they read the sentences underneath and underline the verbs in red. Tell them that there can be more than one verb in a sentence.

Extension activity: The children write some sentences about the picture and underline the verbs. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on. The children could also look up their six verbs in the dictionary.

Rounding off: Go over the sheet, with the children identifying the verbs.

Write 6 verbs for actions you can see in the picture.

to _____

to _____

to _____

to _____

to _____

to _____



Underline the verbs in these sentences in red.
There can be more than one verb in a sentence.

1. Jenny smiled at her friend.
2. Alex sails a boat.
3. Hannah swims and dives in the sea.
4. The boys make a big sand castle and then play ball.

Spelling 27 – <oi>

Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'more', 'before', 'other', 'were', 'because', 'want', 'saw', 'put', 'could' and 'should'.



Main point: Remind the children that the main ways of writing the /oi/ sound are <oi> and <oy>. Revise the <oi> spelling of the /oi/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big oil-can shape.

Spelling sheet 27: The children write inside the outlined oi. Then in each oil can they write an <oi> word, and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'would' and 'right'. 'Would' can be learnt with the mnemonic 'o u lucky duck'. 'Right' is not really a tricky word, but the children need to remember that the /ie/ sound is made with the igh spelling. The longer word 'boiling' has two syllables and can be remembered as 'boil' and 'ing' for spelling.

Dictation

- | | |
|---------|----------|
| 1. boil | 4. joint |
| 2. join | 5. foil |
| 3. soil | 6. spoil |

1. It was a noisy car.
2. They are pointing at me.
3. He needed the toilet.

Spelling List 27

1. bug
2. had
3. film
4. oil
5. coin
6. noisy
7. toilet
8. would
9. right
10. boiling

Write an <oi> word and draw a picture in each oil can.



Action: Cup hands around mouth and shout as if to another boat, *oi!, ship ahoy!*

Grammar 27 – Adverbs



Aim: Develop the children's understanding of adverbs. Adverbs are words which describe verbs.

Introduction: Revise verbs. Look at a picture showing lots of things happening. Ask the children for verbs for some of them. Make up some sentences using the verbs and write them on the board. Underline the verbs in red.

Examples: They swim.
She sings.

Main point: Explain that just as adjectives describe nouns, there are also words which describe verbs. These words are called **adverbs**. There is a page in the *Jolly Grammar Big Book 1* that will help you introduce adverbs.

Action: The action for an adverb is to bang one fist on top of the other.

Colour: The colour for adverbs is orange.

With the children, think of adverbs to describe the verbs in the sentences on the board, e.g. 'They swim quickly', 'She sings loudly'. Underline the adverbs in orange.

Grammar sheet 27: The children read the adverbs at the top of the sheet and the unfinished sentences under the pictures. Then they decide which adverb could be used to complete each sentence. They can either copy the adverbs, or cut them out and stick them into the spaces provided.

Extension activity: Write some verbs on the board and ask the children to think of an adverb to describe each one.

Examples: speak swim sing build clean paint drive play

Rounding off: Go over the sheet with the children. Their answers are right so long as the adverbs chosen make sense in the sentences.

Adverbs Orange

Choose an adverb to go with each picture.

secretly	happily	quickly
hungrily	loudly	slowly



Inky eats



Snake slithers



Bee buzzes



The ants whisper



Snail goes



The band played



Action: Bang one fist on top of the other.

Colour: Orange

Spelling 28 – <oy>



Revision: Revise some basic sounds and the other Spellings covered so far. Revise tricky words 'other', 'were', 'because', 'want', 'saw', 'put', 'could', 'should', 'would' and 'right'.

Main point: Remind the children that the main ways of writing the /oi/ sound are <oi> and <oy>. Revise the <oy> spelling of the /oi/ sound. Tell the children that the <oy> spelling is usually used at the end of words. The <y> takes the place of (shy) <i>. The letter <i> does not like to be at the end of words. With the children, make a list of words which use <oy>. Then ask them to make up sentences, using some of the words. The words could also be written onto a bit toy shape.

Examples:	boy	enjoy	annoy
	toy	destroy	royal
	joy	employ	loyal

Spelling sheet 28: The children write inside the outlined oy. Then in each toy they write an <oy> word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'two' and 'four'. The longer word 'destroy' has two syllables and can be remembered as 'des' and 'troy' for spelling.

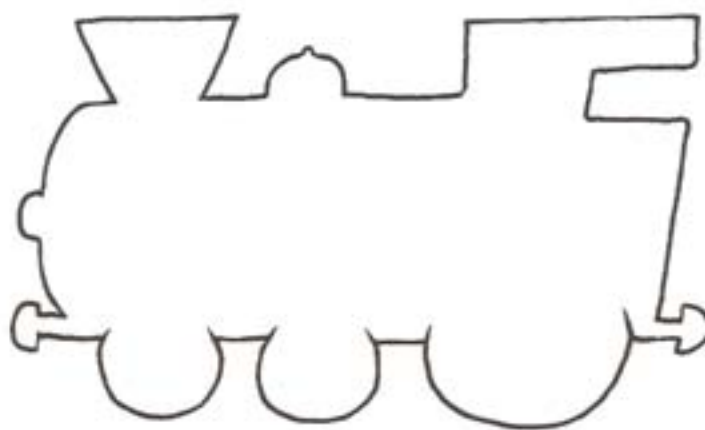
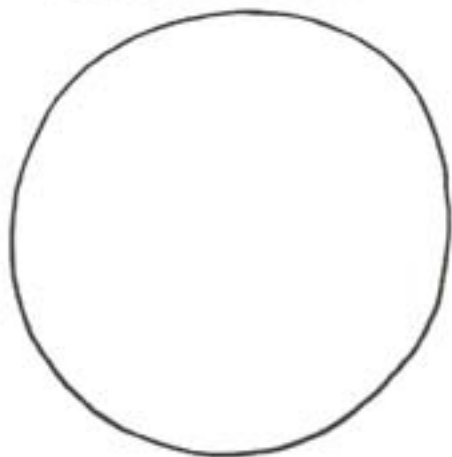
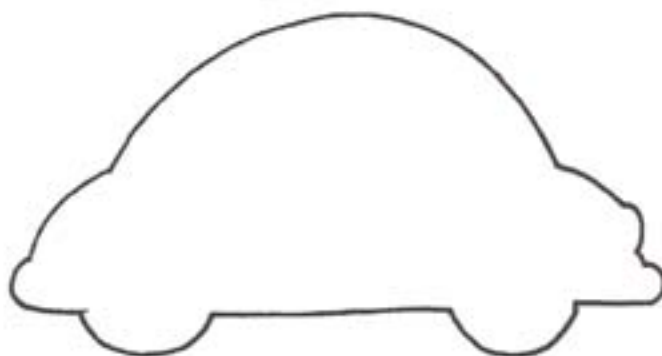
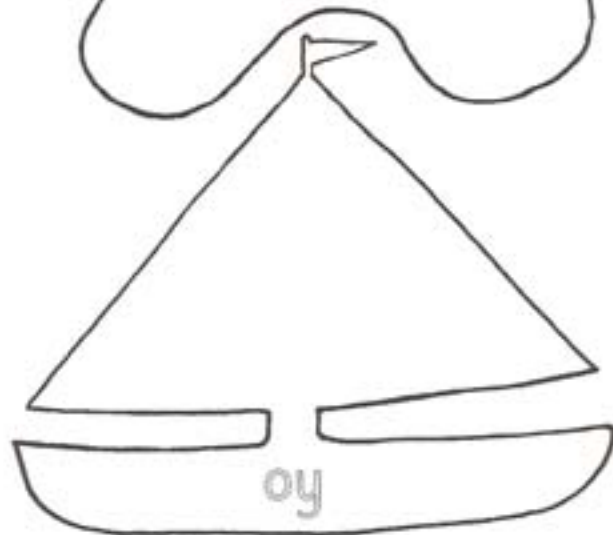
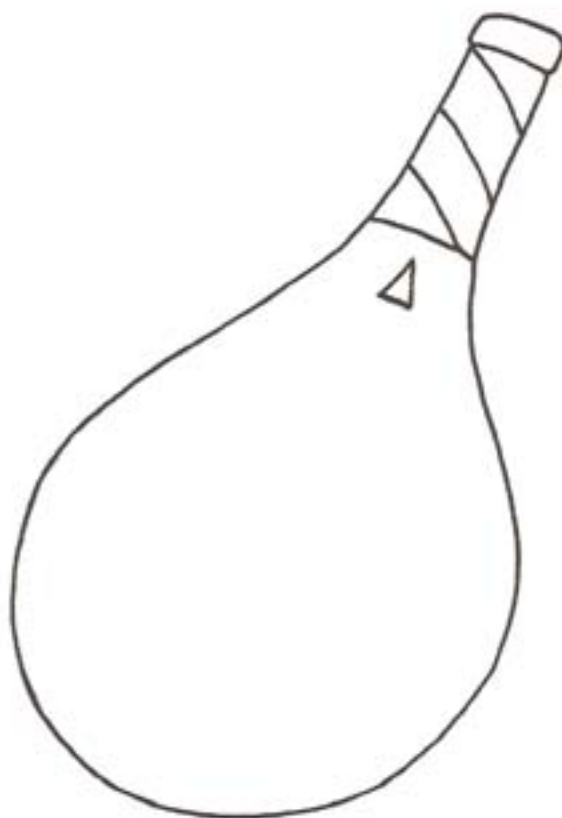
Dictation

- | | |
|--------|----------|
| 1. boy | 4. enjoy |
| 2. toy | 5. royal |
| 3. joy | 6. annoy |
-
1. They enjoyed the trip.
 2. The fly was annoying the boy.
 3. His toy car had a crash.

Spelling List 28

1. jet
2. dig
3. help
4. boy
5. toy
6. enjoy
7. annoy
8. two
9. four
10. destroy

Write an <oy> word and draw a picture in each toy.



Action: Cup hands around mouth and shout as if to another boat, *oi!, ship ahoy!*



Grammar 28 – Adverbs

Aim: Develop the children's understanding of adverbs.

Introduction: Revise verbs. Talk about Inky, Snake and Bee, (or some of the children). With the children, decide where they might go for an outing, e.g. to the park or to the seaside. Think of things they might do, e.g. climb up the slide or build a sand castle. Make a list of these activities on the board.

Main point: Revise adverbs. With the children, think of some adverbs to describe the verbs listed on the board.

Grammar sheet 28: The children read the adverbs, at the top of the sheet, and the story in the beehive. Then they decide which adverb could be used to fill each gap.

Extension activity: The children write, or draw a picture, about what they think Inky, Snake and Bee might do on their day out. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the children. Their answers are right as long as the adverbs chosen make sense in the sentences. Ask the children where they think Inky, Snake and Bee went.

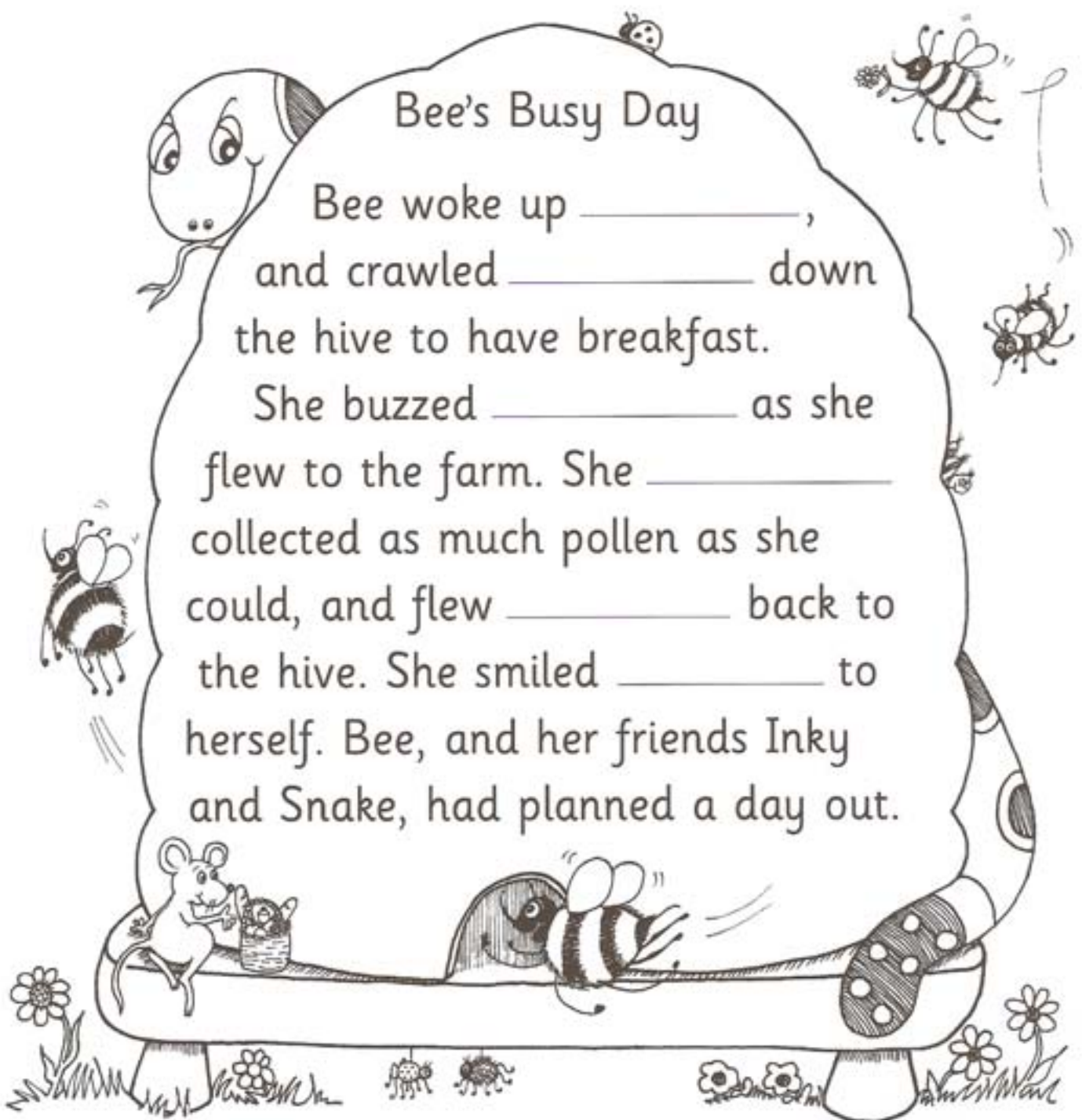
Read these adverbs, then read the story in the beehive.
Write an adverb in each space.

loudly	soon	suddenly
quickly	happily	slowly

Bee's Busy Day

Bee woke up _____,
and crawled _____ down
the hive to have breakfast.

She buzzed _____ as she
flew to the farm. She _____
collected as much pollen as she
could, and flew _____ back to
the hive. She smiled _____ to
herself. Bee, and her friends Inky
and Snake, had planned a day out.



Spelling 29 – <or>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'because', 'want', 'saw', 'put', 'could', 'should', 'would', 'right', 'two' and 'four'.

Main point: Remind the children that the main ways of writing the /or/ sound are <or>, <ab>, <aw> and <aw>. Revise the <or> spelling of the /or/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big horse shape.

Spelling sheet 29: The children write inside the outlined <or>. Then in each horse they write an <or> word and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'goes' and 'does'. The longer word 'morning' has two syllables and can be remembered as 'mor' and 'ning' for spelling.

Dictation

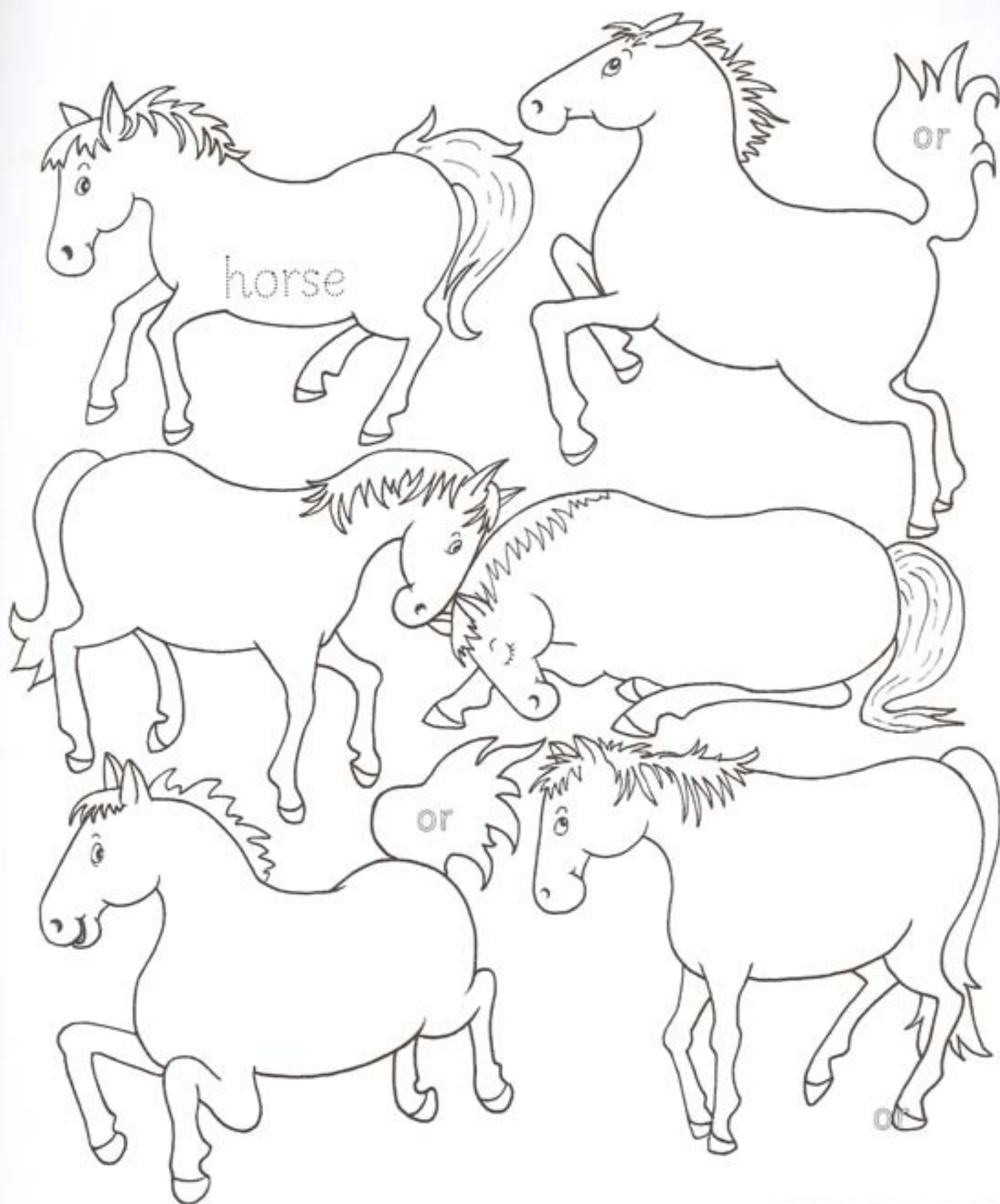
- | | |
|---------|----------|
| 1. corn | 4. torch |
| 2. sort | 5. for |
| 3. worn | 6. sport |

1. The farmer cut the corn.
2. I will sort those out in the morning.
3. There is going to be a storm.

Spelling List 29

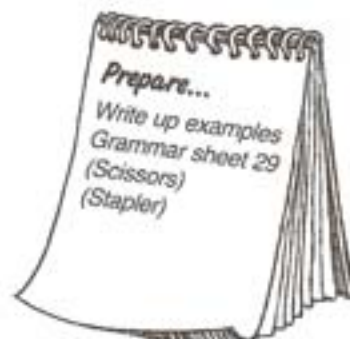
1. got
2. bun
3. belt
4. fork
5. storm
6. horse
7. forty
8. goes
9. does
10. morning

Write an <or> word and draw a picture in each horse.



Action: Put hands on head as if donkey's ears pointing down, and say *or*. (This comes from the *ee or* action.)

Grammar 29 – <es> Plurals



Aim: Develop the children's understanding of singular and plural, and their knowledge that, if a word ends in <sh>, <ch>, <s> or <x>, the plural is made by adding <es>.

Introduction: Revise singular and plural. Write some sentences on the board.

Examples: The dog barked loudly.
 The cat walked slowly.

With the children, identify the parts of speech and underline them in the appropriate colours. Then ask the children to make the nouns plural.

Main point: Tell the children that if a word ends in <sh>, <ch>, <s> or <x>, then the plural is made by adding <es>.

Examples:	wish	church	dress	box
	dish	bunch	kiss	fox
	crash	catch	pass	six
	brush	ditch	class	fix

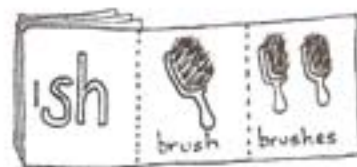
Grammar sheet 29: The children write inside the outlined letters in the left-hand boxes. Then they choose a noun for each spelling and write it in the central box. They write the plural of the noun in the right-hand box and draw a picture for each word. Remind the children that the picture for each plural must show more than one item. They can cut their sheets as indicated and put the four sections in a pile. Each pile can be stapled on the dotted line on the left-hand side, to make a little book with the <sh> on top. Fold the four pages as indicated, so they can be unfolded to reveal 'brush' and 'brushes', etc.

Extension activity: Write some sentences on the board which use nouns in the singular. Ask the children to write the sentences in the plural. Either use only <es> plurals, or mix them up with regular <s> plurals. Alternatively the children could think of as many words as they can that end with <sh>, <ch>, <s> or <x>.

Rounding off: Call out some nouns, some of which need <es> and some of which need <s> to make the plural. The children listen carefully to each word and say which letter(s) should be added.



«es» plurals



Fold
back

Fold

Staple

sh

brush

brushes

Staple

ch

Staple

s

Staple

x

Spelling 30 – <ab>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'saw', 'put', 'could', 'should', 'would', 'right', 'two', 'four', 'goes' and 'does'.

Main point: Remind the children that the main ways of writing the /or/ sound are <or>, <ab>, <aw> and <aw>. Revise the <ab> spelling of the /or/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a talk-bubble shape.

Spelling sheet 30: The children write inside the outlined **al**. Then in each talk bubble they write an <ab> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'made' and 'their'. 'Made' is not really a tricky word, but the children need to remember that the /ai/ sound is made with the <a_e> spelling. For 'their', tell the children that this spelling is used for belonging, e.g. 'their clothes', 'their toys'. The longer word 'beanstalk' is a compound word. It has two syllables and can be remembered as 'bean' and 'stalk' for spelling.

Dictation

- | | |
|-----------|------------|
| 1. also | 4. falling |
| 2. talk | 5. ball |
| 3. always | 6. wall |
-
1. They took a short walk.
 2. He always hit the ball.
 3. I grew a tall beanstalk.

Spelling List 30

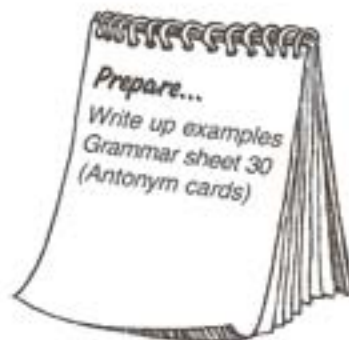
1. bad
2. vet
3. fact
4. all
5. talk
6. walk
7. small
8. **made**
9. **their**
10. beanstalk

Write an <al> word and draw a picture in each talk bubble.



Action: Put hands on head as if donkey's ears pointing down, and say *or*. (This comes from the *ee or* action.)

Grammar 30 – Antonyms



Aim: Develop the children's understanding of antonyms, which is another word for opposites.

Introduction: Give a few examples of antonyms, or opposites, e.g. 'big/small', 'dark/light', 'up/down'. Call out some words and ask for their antonyms. Then see if they can suggest any antonym pairs themselves.

Main point: Write some sentences on the board and read them with the children.

Example: 'A tall man drove backwards out of his garage and on to a rough road. At the roundabout he turned right. It was a dark, wet night. He made a quick turn at a small bend in the road and hit a low wall. The car went over the wall and stopped.'

With the children, identify those words which have antonyms. Try putting the antonyms into the sentences and see if the story still makes sense.

Grammar sheet 30: The children read each word, and write its antonym on the line in the opposite half of the box. They draw a picture for each antonym.

Extension activity: Write some jumbled antonyms on the board, for the children to identify the pairs, and write them down. Alternatively the antonyms could be written on cards for the children to sort into pairs.

Examples:	backwards/forwards	right/wrong	good/bad
	rough/smooth	sharp/blunt	fat/thin
	flat/round	easy/hard	wet/dry
	slow/quick	right/left	high/low
	dark/light	over/under	small/large
	long/short	liquid/solid	little/big

Rounding off: Call out some phrases or sentences which use words with antonyms. Ask the children to replace these words with their antonyms, e.g. 'a big dog'/'a small dog'; 'He walked slowly'/'He walked quickly'; 'an easy sum'/'a hard sum'.

Opposites

Antonyms

Write each opposite and draw a picture.



white



day



hot



quiet



up



hard



asleep



open

Spelling 31 – ⟨nk⟩



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'could', 'should', 'would', 'right', 'two', 'four', 'goes', 'does', 'made' and 'their'.

Main point: Teach the ⟨nk⟩ spelling of the combined sounds /ng/ and /k/. When together these sounds are nearly always written as ⟨nk⟩, so it is an important spelling pattern to learn. With the children, make a list of words which use ⟨nk⟩. Then ask them to make up sentences, using some of the words. The words could also be written onto a big drink shape.

Spelling sheet 31: The children write inside the outlined nk. Then in each drink they write an ⟨nk⟩ word, and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'once' and 'upon'. The longer word 'thinking' has two syllables and can be remembered as 'think' and 'ing' for spelling.

Dictation

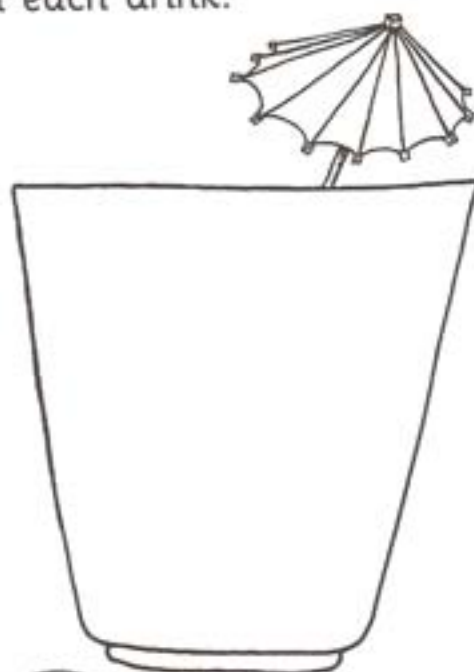
- | | |
|----------|-----------|
| 1. ink | 4. trunk |
| 2. rink | 5. drank |
| 3. blink | 6. shrink |

1. The pink pig blinked.
2. What would you like to drink?
3. I sleep in the top bunk.

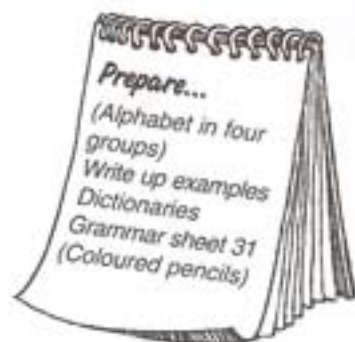
Spelling List 31

1. fin
2. sob
3. left
4. sink
5. pink
6. drink
7. thank
8. **once**
9. **upon**
10. thinking

Write an **nk** word and draw a picture in each drink.



Grammar 31 – Alphabetical order



Aim: Develop the children's knowledge of the alphabet, and their ability to use word books and dictionaries.

Introduction: The children sit in a circle and say the letters of the alphabet in turn. Then they practise saying the alphabet in the four groups. They hold up one finger as they say the first group, pause, then hold up two fingers as they say the second, etc. Call out letters. Ask the children which group each letter belongs to, e.g. 's' is in group 3. Knowing where a letter falls in the alphabet will help the children work out where to look for it in the dictionary. Call out a letter and ask the children to say which letter comes before it and which after it. Repeat with other letters.

Main point: Tell the children that they can use a dictionary to help them if they are not sure how a word is spelt. Explain that they will need to sound out the first few letters of the word, find the appropriate section of the dictionary, and then look for the word. If they have already written a word but decide that it looks wrong, they can check the spelling by looking up the word in the dictionary.

Write a few words on the board, mis-spelling some of them. (Make sure all the words are included in the dictionaries used.)

Examples: leter animal biskit

Ask the children whether they think the words are spelt correctly. Then look the words up in a dictionary and correct them with the children.

Grammar sheet 31: There are two spellings underneath each picture. The children read them, then look up the word in the dictionary and tick the correct spelling. The three words in the middle have been mis-spelt. The children look up these words and correct the spellings. They can use coloured pencils to make their corrections clear. Then the children look up the last two words on the sheet, and copy out the meanings given in their dictionaries. Make sure all the words are included in the dictionaries used. If a word is not included, replace it with one that is.

Extension activity: Write some more words on the board and ask the children to find out what they mean. The words could be related to a topic the children are studying.

Rounding off: Go over the sheet with the children, checking the spellings and meanings of the words.

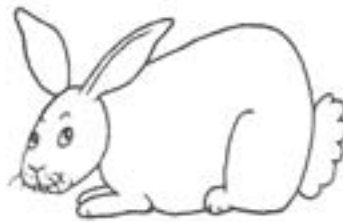
Using a Dictionary

We can use a dictionary to check how to spell words.

Look up each word in your dictionary to choose the right spelling.



toofbrush
toothbrush



rabbit
rabit



starr
star



octopus
octapus



flouer
flower



buterfie
butterfly

These words are spelt wrongly. Look them up and copy them correctly.

boock

carpit

triangel

You can also use a dictionary to find the meaning of a word.
Look up these words and write down what they mean.

atlas _____

yacht _____

Spelling 32 – <er>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'would', 'right', 'two', 'four', 'goes', 'does', 'made', 'their', 'once' and 'upon'.

Main point: Remind the children that the main ways of writing the /er/ sound are <er>, <ir> and <ur>. Revise the <er> spelling of the /er/ sound. The <er> spelling often comes at the end of words, where it makes a slightly shorter sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big gingerbread shape.

Spelling sheet 32: The children write inside the outlined <er>. Then in each gingerbread person they write an <er> word, and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'always' and 'also'. It may help to tell the children that when 'all' is part of a compound word, it loses the second <l>. The longer word 'woodpecker' is also a compound word. It has three syllables and can be remembered as 'wood', 'peck' and 'er', for spelling.

Dictation

- | | |
|---------|-----------|
| 1. herb | 4. never |
| 2. fern | 5. winter |
| 3. term | 6. silver |
-
1. I grew some herbs.
 2. Her ring is made of silver.
 3. There are fish in the river.

Spelling List 32

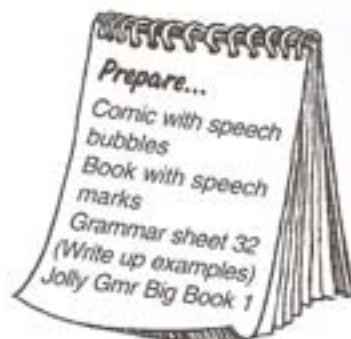
1. mud
2. jam
3. sent
4. term
5. summer
6. river
7. number
8. always
9. also
10. woodpecker

Write an <er> word and draw a picture in each gingerbread person.



Action: Roll hands over each other like a mixer and say *erererer*.

Grammar 32 – Speech Marks



Aim: Develop the children's understanding of speech marks.

Introduction: Find a comic or book that uses speech bubbles. Ask the children what the speech bubbles are for. Read some of the speech in the bubbles. Draw a speech bubble on the board. Draw an animal or write its name. Ask the children what noise the animal makes. Write this in the speech bubble. Ask the children to think of some more animals and the sounds they make. Write some of these sounds in the speech bubble on the board.

Main Point: Now show the children a page of a book which has speech marks. Point out the speech marks and see if the children can say why they are there. Point out that the first word after the speech marks usually has a capital letter. Explain that the speech marks are used before and after anything that is actually spoken. The words that come out of our mouths are called 'speech' and it is only these words that go between the speech marks. It may help the children write the speech marks correctly, if they think of them as a '66' before the speech and a '99' after it. Read aloud from the book, with the children looking out for speech marks and reading the spoken words themselves. There is a page in the *Jolly Grammar Big Book 1* that will help you introduce speech marks.

Grammar sheet 32: The children write in the outlined speech marks. Then they think what noise each animal makes, e.g. 'Hiss' for the snake. They write the noise, first in the speech bubble and then in the box underneath. Remind them to start each one with a capital letter. In the first two examples, the speech marks are provided in outline. In the others, the children should write the speech marks themselves, in the circles provided.

Extension activity: Write some sentences on the board. The children copy the sentences and put in the speech marks.

Examples: Woof, woof said the dog.
 My cat is called Tolly said Bill.
 The girl said I like going to the beach.

Rounding off: Go over the sheet, with the children suggesting the sounds the animals might make. If there are sentences on the board, go over them, with the children adding the speech marks.

“Speech Marks” ”

“

”

“

”

“

”

“

”

“

”



“ ”

said the snake.



“ ”

said the cow.



“ ”

said the bird.



“ ”

said the bee.



“ ”

said the duck.



“ ”

said the donkey.

Spelling 33 – <ir>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'two', 'four', 'goes', 'does', 'made', 'their', 'once', 'upon', 'always' and 'also'.

Main point: Remind the children that the main ways of writing the /er/ sound are <er>, <ir> and <ur>. Revise the <ir> spelling of the /er/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big bird shape. Tell the children that an /er/ sound in a number word will probably be spelt <ir>, e.g. 'first', 'third', 'thirteen' and 'thirty'.

Spelling sheet 33: The children write inside the outlined <ir>. Then in each bird they write an <ir> word, and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'of' and 'eight'. Remind the children to write 'of' with an <o>, although it has a /v/ sound at the end. The longer word 'birthday' is a compound word. It has two syllables and can be remembered as 'birth' and 'day' for spelling.

Dictation

- | | |
|---------|-----------|
| 1. dirt | 4. third |
| 2. stir | 5. thirty |
| 3. sir | 6. bird |
-
1. The girl is thirsty.
 2. When is your birthday?
 3. I have a green skirt and red shirt.

Spelling List 33

1. yet
2. hid
3. wept
4. skirt
5. girl
6. shirt
7. first
8. of
9. eight
10. birthday